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Administration Manual for Tests of Basic Language Competence in English and Spanish. Level I (Preschool); Children Ages Three to Six, English and Spanish Versions, Forms A and B. Part of the Final Report.

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This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction programs and other compensatory programs in Texas. The tests are to be individually administered and are designed to measure children's basic language competence via the perceptual and motor sides of linguistic and communicative phenomena. In this manual, guidelines for the selection and training of test administrators suggest desirable professional and personality qualifications. The importance of a trial testing period is stressed. General directions are given for establishing rapport with the child to be tested and for giving appropriate responses to the child during testing. Forms A and B of the tests in both language versions are included. Samples in the appendix include pictures for the oral vocabulary tests, the scoring sheet for subtests, and the rating sheet of the child's interpersonal behavior in an interview with the test administrator. (MS)

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# ADMINISTRATION MANUAL FOR

# TESTS OF BASIC LANGUAGE COMPETENCE IN ENGLISH AND SPANISH

## LEVEL I (PRESCHOOL): CHILDREN AGES THREE TO SIX

## ENGLISH AND SPANISH VERSIONS

## FORMS A AND B

DEVELOPED BY

EDWARD JOHN CERVENKA, M. A.

for the

CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER (SOUTHWEST)

John Pierce-Jones, Ph.D., Director

The University of Texas at Austin

August, 1968

PART OF THE FINAL REPORT

to

THE OFFICE OF ECONOMIC OPPORTUNITY
(Contract No. OEO-4115)

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# N O T E

This battery of instruments, the Tests of Basic Language Competence in English and Spanish, Level I (Preschool), is one of a set of three batteries of experimental instruments developed at the Child Development Evaluation and Research Center by Edward J. Cervenka. The other two batteries are the Tests of Basic Language Competence in English and Spanish, Level II (Primary Grades) and the Inventory of Socialization for Bilingual Children Ages Three to Ten. These batteries of instruments have been developed for use in the study of bilingual (English-Spanish) instruction programs and for other compensatory education programs in Texas. Normative and interpretative data on all three batteries, as well as suggestions for scoring and further revision, are presented in a separate Technical Report. Additional data relating to the performance of socially advantaged, monolingual, English-speaking children on the English version of the Tests of Basic Language Competence in English and Spanish, Level II (Primary Grades), together with matters of a more theoretical psychometric and psycholinguistic nature, have been presented in Psychometric Aspects of Child Language by Edward J. Cervenka, Doctoral Dissertation, The University of Texas at Austin, January, 1969.

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# INTRODUCTION

The Tests of Basic Language Competence in English and Spanish, Level I (Preschool), is an experimental battery of tests designed to measure a basic language competence of children who speak English or Spanish, or who are bilingual in these two languages. It is anticipated that "normal" six-year-old children who live in Texas and who speak English or Spanish well, or both languages as native languages, will make a "near-perfect" score on the sub-tests in the battery. The normal child is to be defined as not mentally or physically defective. Such normal children may or may not be socially disadvantaged. The younger children who do not yet have a basic competence in English or Spanish, or who are learning one or the other languages as a second language, will make varied scores on these tests, depending on the extent of their basic competence in a language. Tentative results with tests similar to these suggest that such expectations may be justified. A technical and interpretative report on the first four sub-tests in this battery is in preparation and will soon be available.

The Tests of Basic Language Competence in English and Spanish, Level I (Preschool), is an individually-administered battery of tests for children ages three to six who are attending preschool programs, particularly Head Start and other compensatory

education programs. Level I appears in two similar versions: English and Spanish. Each version (except for Sub-test No. 5) also appears in two different but comparable forms: A and B. In testing bilingual children it is necessary to use different forms of a test if it is given in both languages. Each form of the test contains nine sub-tests: Oral Vocabulary (No. 1), Comprehension of Commands and Directions (No. 2), Recognition of Interrogative Patterns (No. 3), Phonemic Discrimination at Word Level (No. 4), Production of Grammatical Structures (No. 5), Assimilation of Meaning (No. 6), Phonemic Discrimination at Sentence Level (No. 7), Grammatical Sensitivity (No. 8), and Grammatical Discrimination (No. 9).

These tests are designed to measure children's basic competence in a language via the perceptual and motor sides of linguistic and communicative phenomena. The concept of "basic competence" in a language is here defined as an automatic and unconscious control of the segment of language which serves as stimuli on the tests in one of the other languages. This concept must be distinguished from the concept of "competence" of the generative-transformational theorists since these tests attempt to measure only a small, finite segment of various aspects of true competence, which is practically and logically infinite (at least for the mature adult speaker). "Basic competence" in a language can be defined more specifically as including the following subcompetencies:

(1) Knowledge of a sample of lexical items, i.e., knowledge of twenty-four concrete nouns.

(2) Ability to comprehend a sample of specific commands and directions. The child's comprehension is judged by the specific actions he performs in response to the commands and directions.

(3) Ability to recognize a sample of question patterns. The child's recognition of question patterns is judged to be positive if the child's response (verbal or non-verbal) indicates that he understood the general form or type of the question.

(4) Ability to imitate accurately (i.e., within an acceptable phonemic range of variation for a language) pairs of sounds (contained in two words) which may or may not be different. In other words, productive control of selected phonemic contrasts which are given as stimuli at the word level. Furthermore, the selection of contrasts employed are under the pressure of interference from the second language, e.g., the distinction /s/ voiceless and /z/ voiced in English is under interference pressure from Spanish which has no contrast here, only /s/ with the predictable variants [s] and [z].

(5) Ability to produce spontaneously a sample of utterances which contain a limited number of morphological and syntactic structures.

(6) Ability to identify in a corpus of sentences those sentences which are generally true and those which are generally false. For this particular sub-competence, sentences have been selected which contain and elaborate upon the lexical items

referred to under sub-competence (1). This particular sub-competence undoubtedly overlaps with the mental competence commonly referred to as intelligence. An attempt was made here to select sentences whose interpretation as true or false would be under minimal interference pressure from the second language and culture or a second dialect and a second subculture, e.g., "Raw meat is good to eat" and "La carne cruda es buena para comer" are both false because people in both the United States and Mexico generally like their meat cooked.

(7) Ability to imitate accurately (i.e., within an acceptable phonemic range of variation for a language) pairs of sounds (contained in two short sentences) which may or may not be in contrast.

(8) Ability to repeat sentences which contain grammatically regular morphological and syntactic structures <u>without</u> considerable hesitation and the sensitivity to <u>hesitate</u> conspicuously in repeating sentences which contain grammatically anomalous morphological and syntactic structures (or in repeating such anomalous sentences to unconsciously make them regular).

For this particular sub-competence, sentences are presented which contain matched sets of anomalous and regular morphological and syntactic structures. Morphological and syntactic structures have been selected which are under pressure of interference from the second language or a second dialect. For example, a child who

speaks Spanish as native language is under interference pressure from his own language to hear the sentence, "I have seven years of age" as grammatically regular and to repeat it as it was given because in Spanish he says "Tengo siete años de edad." In a similar fashion, the native English-speaking child who hears the sentence, "A tree is more tall than I am" as grammatically regular, might do so because that is the regular structure in his own particular dialect or idiolect.

(9) Ability to discriminate a sentence which contains a grammatically regular morphological or syntactic structure from a sentence which contains a corresponding but anomalous structure by giving the regular structure without hesitation and the anomalous structure with considerable hesitation (or in repeating an anomalous sentence to unconsciously make it like the regular sentence). Here, as for sub-competence (8), structures have been selected which are under interference pressure from the second language or a second dialect.

In summary, these tests attempt to measure certain aspects of young children's knowledge of language from sound to sense. These tests strive toward being "pure" language tests and they must be distinguished in function from intelligence tests and achievement tests. Of course there can never be such a thing as a pure language test. This is the case because language competence

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is only one of a multitude of factors involved in a child's linguistic performance. Some of the other important factors involved in a child's linguistic performance on these tests can merely be cited here:

(1) Child's intelligence

(2) Child's psycholinguistic maturational development (doubtless, in part a matter of age)

(3) Child's attention span

(4) Child's memory span, i.e., his ability to retain a perceptual image of an utterance

(5) Child's sensory apparatus

(6) Child's emotional and attitudinal set toward testing and the test administrator

(7) Child's physical condition at time of testing

(8) Child's temporary psycholinguistic malfunctionings, e.g., the kind that leads to random or characteristic "errors," slips of tongue, mis-hearings, misunderstandings, etc.

(9) Child's motor abilities (which are involved in responding to language stimuli)

(10) Child's characteristic personality dispositions, e.g., those dispositions which would probably vary on a continuum from authoritarian-puristic-inflexible reactions to language to integrative-realistic-permissive reactions to language

(11) Child's educational achievement

(12) Test administrator's own unconscious paralinguistic and kinesic cues which might signal the test administrator's judgment about sentences to the child

(13) Child's motivation and value orientation, i.e., how good, pleasing, funny, important, etc. he thinks a particular test is

(14) Child's comprehension of the directions and procedures for making judgments of language

Despite all the complicating factors involved in a young child's linguistic performance, it is believed that the factor here labeled "basic competence" can be quantified and will prove to be a useful theoretical construct in psychometrics.

One practical use which might be made of these tests is in determining a child's basic language competence before any other verbal test is given to him. His score on the language tests (when they are properly interpreted and normed) will help those in charge of a child's preschool training decide whether he should be given a general ability test and readiness test (for the purposes of ascertaining his actual intellectual and educational level) in either English or Spanish.

With regard to the order for giving the various tests, those tests which attempt to measure low level skills should be given first, that is, the tests should be given roughly in the order in which they appear in this manual. If a child scores "low" (a "low" score as defined in the technical report) on the first test, Oral Vocabulary, then there is no reason to bother him by giving him the other higher level tests.

It is not intended that a child be given all nine sub-tests for a particular language. A variety of sub-tests have been prepared in order to provide those responsible for the training and testing

of preschool children with a flexible program of measurement. It is anticipated that a selection of from 2 to 5 sub-tests in a language will serve as an effective and useful partial battery in most cases.

## GUIDELINES FOR SELECTION AND TRAINING OF TEST ADMINISTRATORS

The following remarks constitute a few general guidelines for the selection and training of personnel for administering the Tests of Basic Language Competence in English and Spanish, Level I (Preschool). Ideally, the person or persons in charge of selection and training should combine the skills and training of linguist, child psychologist, clinical psychologist, psychometrician and bilingual speaker of English and Spanish.

For the preliminary selection of testing trainees, the following characteristics and qualities seem to be desirable: self awareness, sensitivity, keen interest in doing the job, keen interest in children, and bilingual or near-bilingual in English and Spanish. For this initial selection, the education and professional training of the trainees should not necessarily be given any priority. It seems likely that the human qualities that a good interviewer of children must possess cannot be acquired readily in professional training or education in the usual sense and that such qualities are probably to be as frequently found in ordinary men and women. The individuals selected initially should possess self-confidence, social ease and average emotional security, and not be intimidated by the professional jargon and concepts of linguistics, psychology and testing.

When the testing trainees have been selected, they should be given a copy of the test manual and asked to read and study it carefully. They should later be provided an opportunity to discuss the manual and test procedures, individually and at length.

Finally, the testing trainees should be provided an opportunity to do trial testing with real children in situations comparable to what they will later be working in. During this trial testing, each trainee should record on tape the entire contact that he has had with a child while administering the tests. It is particularly important that the test administrator record the initial contact that he makes with a child immediately prior to the testing interview itself. The tape recorder can be placed outside of the immediate vicinity of the interview and in an inconspicuous place. The testing trainee and the person or persons in charge of training should then go over the tape recordings of the trial testing together and discuss what went well and what went badly during the interviews. This final step can be repeated until the testing trainee and supervisor feel confident of the skill of the trainee.

## GENERAL INSTRUCTIONS FOR THE TEST ADMINISTRATOR

The measurement of the linguistic abilities of the young child is not easy. The results of a test may be seriously influenced by many extraneous factors. Some children may feel insecure in the testing interview. The child's attention may wander easily to other things. He may have little motivation to do well or he may be over-anxious about doing well. He may understand and follow the verbal directions of the test administrator only laboriously and through trial and error. He may try to please the test administrator rather than to respond appropriately to the items which the test administrator presents. He may find it easy and natural to give no response. He is very likely to be sensitive to verbal and non-verbal signs of approval and disapproval.

It is important to be aware that young children probably do not share the intense anxieties about the testing situation which the older child and adult in our culture have, and there is no reason why these particular tests cannot be presented in an atmosphere of play. In this regard, it is strongly urged that the test administrator not use the word "test" in giving these tests. They can appropriately and honestly be called "language games."

These general instructions aim to provide the test administrator with guidelines which will help diminish some of the influence

of these extraneous factors in the testing interview as well as provide directions for obtaining results which will be comparable from one test administrator to another and from one child to another. The test administrator has two alternatives as to how the tests are to be given. All tests can be administered by means of prerecorded tapes. If this alternative is chosen, there is little that the individual test administrator has to do in order to give these tests. All directions to the children can be provided on tape. Also, the things that the test administrator must do during the test can be given on tape. This alternative provides a way of controlling and standardizing the language stimuli of the tests and of limiting the demands made on the test administrator. Also, since there is no time limit on the test, if the test administrator chooses to utilize a tape recorded set of instructions, he should take the liberty of stopping the tape recorder when he deems it necessary, for example, when the child is distracted or disturbed inadvertently. The second alternative for administering the test is for an individual to give them entirely by himself. If this alternative is selected, the tests are to be administered by an individual with whom the child is familiar. It is suggested that if a test administrator from outside a program is employed, he spend at least a day with the group of children to be tested in order that each child will feel comfortable and secure with him.

The test administrator should be thoroughly acquainted with these general instructions and with the exact language spoken as stimulus items and with the procedures employed. He should read over each sub-test--preferably out loud--in order to make himself familiar with the language used before the test is actually given. These tests are intended to be measures of normal uses of language as a vehicle of communication and interaction, therefore the test administrator should speak to a child in a normal, conversational style with no undue exaggeration of pronunciation and intonation and with no excessive slowing down of his rate of speech. He should try to say test items as a unit. He should particularly avoid saying a sentence by pronouncing it a word at a time. A normal, conversational style of speaking can be most easily achieved if the test administrator will read each item to himself, then glance away from the page, and from memory say the item to the child.

There is no time limit on any of these tests; however, a child should be encouraged to respond quickly without thinking or deliberating about his response.

Since the dialect of Spanish spoken in Texas, particularly with reference to lexical items, is less uniform than the English spoken there, alternative lexical items have been provided in parenthesis after some Spanish words on the tests. The test administrator is to select

the one lexical variant which would, in his own judgment, be more familiar (not more correct) to the particular group of children being tested. Such lexical substitutions should be made only when they are specified on a test in the administrator's manual. Once lexical selections have been made for the Oral Vocabulary Tests, they should be used consistently whenever they appear on the subsequent tests.* No alternatives are provided for the Phonemic Discrimination Tests and none should be used.

The testing interview should be conducted in a quiet room. The test administrator and child should be isolated from other children and adults, or at least, out of sight of other children in the room. The child should be comfortably seated and with his entire body visible to the test administrator. Items on some tests require the child to perform actions. A convenient arrangement is for the child and test administrator to be seated at the same side or corner of a low table, facing one another. The test administrator should have his test manual and scoring sheet to one side, away from the child, and in a comfortable writing position. He should strive to keep his attention on the child as much as possible and not on his own reading and writing activities.

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*This statement does not apply to Sub-tests No. 3 since a number of lexical alternatives are called for.

When the test administrator encounters a child the first time for testing or resumes a period of testing, he should greet the child in the language of the test, ask him to take a seat, and engage in brief conversation. The nature of each task can be explained in a sentence or two to the child in either Spanish or English or in both languages. Some directions are given for each sub-test, but these are guidelines. The test administrator does not necessarily have to follow them exactly during the preliminary explanations and practice exercises. He should use his own discretion in getting the maximum cooperation and setting the stage for an optimum performance of a child. He should rely primarily on the practice exercises preceding each test for communicating to the child what is expected of him. During the practice exercises, the test administrator should encourage a child's responsiveness by saying to him, "very good", "muy bien" or "mmm-hmmm" when he responds. Also, during the practice exercises, items may be repeated and responses may be prompted from the child. During the practice exercises, if the child responds in a language other than the language of the test, the test administrator should encourage the child to answer in the language of the test by saying,"Can you say that in English?" or "¿Puedes decir eso en español?" Thus, the test administrator should assume that he has considerable freedom in the way he communicates to the child what is expected of him on the test before the test begins.

When the test proper begins, however, the test administrator should adhere to the language and directions of the test. The test administrator should not repeat an item unless a repetition is specified or the testing session is interrupted by noise or a distraction. The test administrator should, however, repeat an item under one other condition: when the child spontaneously signals to the interviewer by means of word, interjection or gesture for a repetition.

During the test the child ought to feel that his efforts are approved of generally and consistently, but he should not be told or given indications that his responses are correct or incorrect. In particular, the test administrator should try to control immediate overt reactions (interjections, facial expressions or gestures) to stimulus items given as a part of the test, no matter how strange, wrong or comical such items may sound. However, the test administrator is to respond consistently to every response of the child with the neutral "mmm-hmmm."

Each test item should be spoken in a moderately soft and clear voice. The test administrator must be careful not to intimidate a small child with his loud voice. Often a child can be persuaded to respond by speaking to him in a barely audible voice or even in a whisper at first. At the beginning of each testing interview, the test administrator should experiment with his voice level to determine what level

of loudness is most effective with each individual child. The test administrator should allow the child approximately four seconds to respond. This can be determined by counting to oneself, "one hundred and one, one hundred and two, one hundred and three, one hundred and four." A second trial is not permitted the child; however, if he changes his response spontaneously, the second response rather than the first should be scored. The specific instructions for responding may be repeated whenever the test administrator thinks it necessary. When a child responds to an item appropriately but not in the language of the test, the test administrator should record the child's specific response.

Immediately after each child is tested, the test administrator should record any condition or event which might have influenced in any way the results of the test.* Comments about a child can be written on his individual answer sheets. The test administrator should, for example, note any items he has misread or partially reread to the child as well as any inadvertent cues or signals about a "proper" response he might have given the child being tested. Any other comments on the tests or the administration procedures will be most helpful.

In giving the battery to young children ages three to six, a single testing session should probably not last more than 25-30

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*Immediately after administering Sub-tests Nos. 2 and 3 in one language, the test administrator should complete the individual rating sheet for the Rating of a Child's Interpersonal Behavior in an Interview (See Appendix, page 101).

minutes. When a child loses interest in working through a test and betrays obvious signs of inattention and restlessness, the test administrator should terminate the testing interview. Children can be rewarded for their efforts on a sub-test (or even for their efforts on the practice exercise preceding a sub-test) by being given their choice of a small piece of candy immediately after a specific performance. Mexican chewing gum (Trademark "Yucatan" by Chicle Adam Co.), which can be bought in bulk in Mexico at a nominal cost and which comes in a variety of exotic flavors, has proven to be an effective and motivating reward for young children.

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
ORAL VOCABULARY (Sub-tests No. 1)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's knowledge of a sample of concrete nouns. The test administrator is to place the stack of 5 X 8 inch cards with the pictures for the Oral Vocabulary Tests in front of the child. The cards should be stacked in the proper order and with the two practice items on top.* The test administrator is to tell the child to put his finger on one of the six things pictured on each card and then observe to see if he does so. If a child does not clearly indicate a single picture, the test administrator is to say to him, "Which one?" or "¿Cuál?". When the child indicates a picture, the test administrator should say "mmm-hmmm" (even if the child's response is wrong) and record the child's response on the separate scoring sheet and then move on quickly to the next item.

The test administrator is to score each response of the child by circling a letter for each item which indicates one of the following four response categories:

A = the child pointed to the picture corresponding to the word given (a correct response)

B = the child did not point to the picture corresponding to the word given (an incorrect response)

---

*N.B. Shift Item Nos. 20 and 21 to the end of the stack so that the order for presenting the items is: ...19, 22, 23, 24, 20, 21.

C = the child indicated that he did not understand or did not know the word given (an incorrect response)

D = the test administrator was not able to judge the child's response in terms of one of the three categories above (If this category is marked, an explanatory comment beside the item is required.)

LANGUAGE COMPETENCE
ENGLISH
FORM A
ORAL VOCABULARY (Sub-test No. 1)

PRACTICE ITEMS

P1. the ball

P2. the fish

TEST ITEMS

1. the doll
2. the chair
3. the bottle
4. the foot
5. the broom
6. the pear
7. the pencil
8. the basket
9. the belt
10. the mouse
11. the watch
12. the elephant
13. the brush
14. the coat
15. the knife
16. the key
17. the apple
18. the saw
19. the bus
20. the nurse
21. the carpenter
22. the cow
23. the cat
24. the fly

LANGUAGE COMPETENCE
ENGLISH
FORM B
ORAL VOCABULARY (Sub-test No. 1)

PRACTICE ITEMS

P1. the bicycle

P2. the horse

TEST ITEMS

1. the spoon
2. the box
3. the shirt
4. the butterfly
5. the glass
6. the bird
7. the tree
8. the book
9. the flower
10. the kite
11. the desk
12. the shoe
13. the money
14. the hat
15. the cup
16. the iron
17. the meat
18. the hammer
19. the car
20. the teacher
21. the policeman
22. the chicken
23. the rabbit
24. the worm

LANGUAGE COMPETENCE
SPANISH
FORM A
ORAL VOCABULARY (Sub-test No. 1)

PRACTICE ITEMS

P1. la pelota

P2. el pescado (el pez)

TEST ITEMS

1. la muñeca
2. la silla
3. la botella
4. el pie
5. la escoba
6. la pera
7. el lápiz
8. la canasta
9. el cinturón (el cinto, la faja)
10. el ratón
11. el reloj
12. el elefante
13. el cepillo
14. el abrigo (el sobretodo)
15. el cuchillo
16. la llave
17. la manzana
18. el serrucho
19. el bos (el camión, el autobús)
20. la enfermera
21. el carpintero
22. la vaca
23. el gatito
24. la mosca

LANGUAGE COMPETENCE
SPANISH
FORM B
ORAL VOCABULARY (Sub-test No. 1)

PRACTICE ITEMS

P1. la bicicleta

P2. el caballo

TEST ITEMS

1. la cuchara
2. la caja
3. la camisa
4. la mariposa
5. el vaso
6. el pájaro
7. el árbol (el palo)
8. el libro
9. la flor
10. el papalote (la huila, la cometa)
11. el escritorio
12. el zapato
13. el dinero
14. el sombrero
15. la taza
16. la plancha
17. la carne
18. el martillo
19. el carro ( el automóvil)
20. la maestra
21. el policía
22. la gallina
23. el conejo
24. el gusano (la lombriz)

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
COMPREHENSION OF COMMANDS AND DIRECTIONS (Sub-tests No. 2)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's ability to comprehend commands and directions in a language. The test administrator is to direct the child verbally to perform certain actions and the child's comprehension of the language stimulus is to be judged by the action he performs as a response. The child is not required to say anything. When the child makes his response to each item, the test administrator should say "mmm-hmmm" and record the child's response on the separate scoring sheet and then move on quickly to the next item.

The test administrator is to score each response of the child by circling a letter for each item which indicates one of the following four response categories:

A = the child performed the specific command or direction given to him (a correct response)

B = the child performed an action (not the specific command or direction given to him) or said something which suggested that he understood the command or direction given, at least partially or only generally (a partially correct response)

C = the child did neither A nor B (a wrong response)

D = the child indicated by verbal or non-verbal means that he did not understand the command or direction given, that he did not know how to do what was called for or that he did not want to respond (Example: a lengthy pause after the stimulus item was given would be a response in Category D)

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
COMPREHENSION OF COMMANDS AND DIRECTIONS (Sub-test No. 2)

PRACTICE ITEMS

P1. Look down at your feet.

P2. Show me how to drive a car.

P3. Lift your feet off the floor.

P4. Stand up.

P5. Let me see you smile.

P6. Put your finger in your ear.

TEST ITEMS

1. Show me your thumb.
2. Snap your fingers.
3. Show me your elbow.
4. Pull on your hair.
5. Let me hear you cough.
6. Touch your foot.
7. Turn your head to the right.
8. Show me where your stomach is.
9. Let me see you sit up straight in in your chair.
10. Show me your teeth.
11. Scratch your head.
12. Point to the floor.
13. Stick out your tongue.
14. Put your hands over your eyes.
15. Look up.
16. Tap your foot on the floor.
17. Look down at the floor.
18. Raise your left hand.
19. Show me how to wave goodbye.
20. Put your hands on your head.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
COMPREHENSION OF COMMANDS AND DIRECTIONS (Sub-Test No. 2)

PRACTICE ITEMS

P1. Raise your hand.

P2. Let me see you touch your knee.

P3. Point to your neck.

P4. Put your hands together.

P5. Look behind you.

P6. Show me how to dry your hands with a towel.

TEST ITEMS

1. Show me your knee.
2. Turn your head to the left.
3. Pull on your nose.
4. Put your hands over your ears.
5. Raise your right hand.
6. Show me where your heart is.
7. Put your hands around your neck.
8. Show me how to throw a ball.
9. Open your mouth.
10. Let me see you stand up.
11. Hit your knee.
12. Stick your finger in your mouth.
13. Clap your hands.
14. Point to the ceiling.
15. Look under your chair.
16. Nod your head.
17. Look down.
18. Let me hear you whistle.
19. Touch your nose.
20. Show me your little finger.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
COMPREHENSION OF COMMANDS AND DIRECTIONS (Sub-test No. 2)

PRACTICE ITEMS

P1. Enséñame como manejar un carro.

P2. Levanta los pies del piso (suelo).

P3. Párate.

P4. Mira abajo a tus pies.

P5. Métete el dedo en la oreja.

P6. Déjame verte reír.

TEST ITEMS

1. Tócate el pie.

2. Estírate el cabello (el pelo).

3. Apunta al piso (suelo)

4. Voltea la cabeza a la derecha.

5. Pon las manos en la cabeza.

6. Mira para arriba.

7. Levanta la mano izquierda.

8. Déjame verte sentarte derecho en la silla.

9. Enséñame donde está el estómago.

10. Ráscate la cabeza.

11. Enséñame como decir adiós con la mano.

12. Mira abajo al piso (suelo)

13. Ponte las manos en los ojos.

14. Déjame oírte toser.

15. Suena (Pégale) en el piso (suelo) con el pie.

16. Saca la lengua.

17. Truena los dedos.

18. Enséñame el dedo gordo.

19. Enséñame el codo.

20. Enséñame los dientes.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
COMPREHENSION OF COMMANDS AND DIRECTIONS (Sub-test No. 2)

PRACTICE ITEMS

P1. Junta las manos.

P2. Apunta el pesquezo (cuello).

P3. Levanta la mano.

P4. Déjame que te vea (verte) tocarte la rodilla.

P5. Mira detrás de tí.

P6. Enséñame como secarse las manos con una toalla.

TEST ITEMS

1. Apunta al techo.

2. Enséñame el dedo chiquito.

3. Voltea la cabeza a la izquierda.

4. Estírate la nariz.

5. Enséñame como tirar una pelota.

6. Métete el dedo en la boca.

7. Déjame que te vea (verte) levantarte.

8. Pon las manos en las orejas.

9. Truena las manos.

10. Enséñame donde está el corazón.

11. Levanta la mano derecha.

12. Agárrate el pesquezo (cuello).

13. Mira debajo de tu silla.

14. Abre la boca.

15. Enséñame la rodilla.

16. Tócate la nariz.

17. Mueve la cabeza.

18. Déjame oírte chiflar.

19. Mira para abajo.

20. Pégate en la rodilla.

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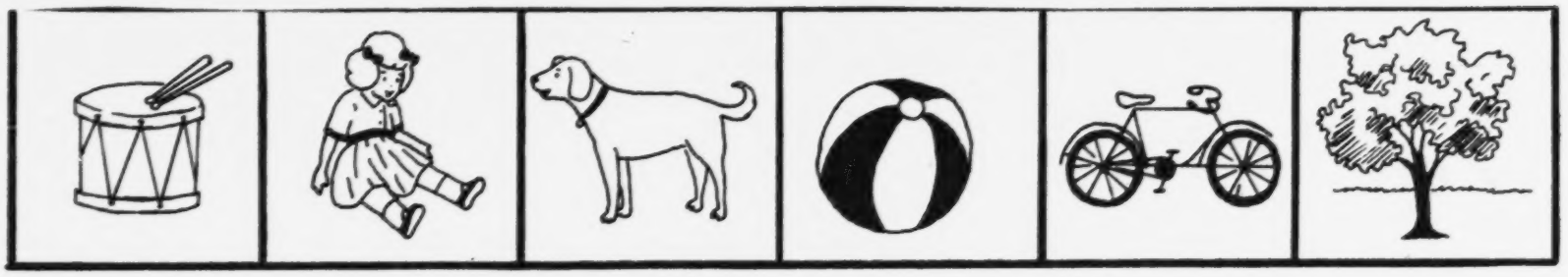

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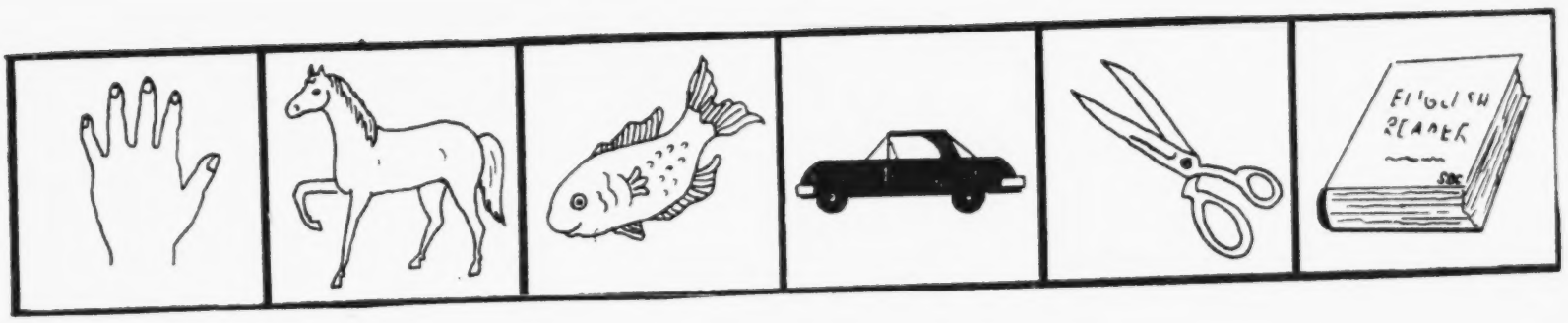

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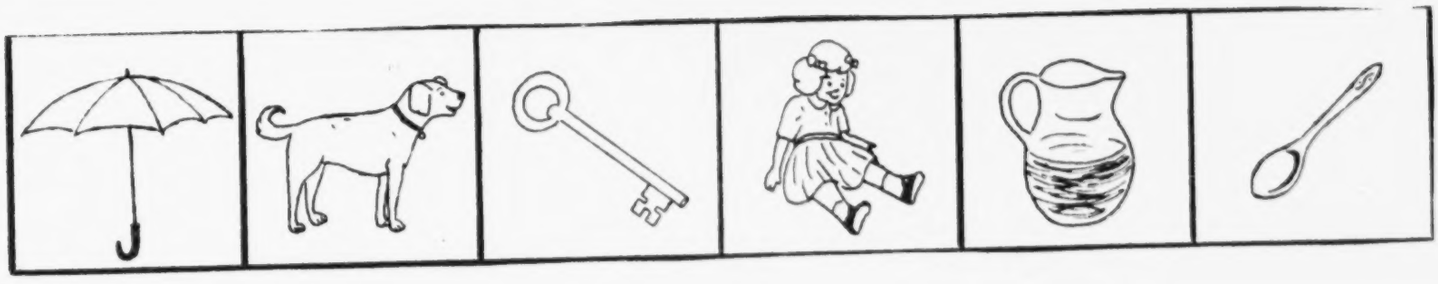

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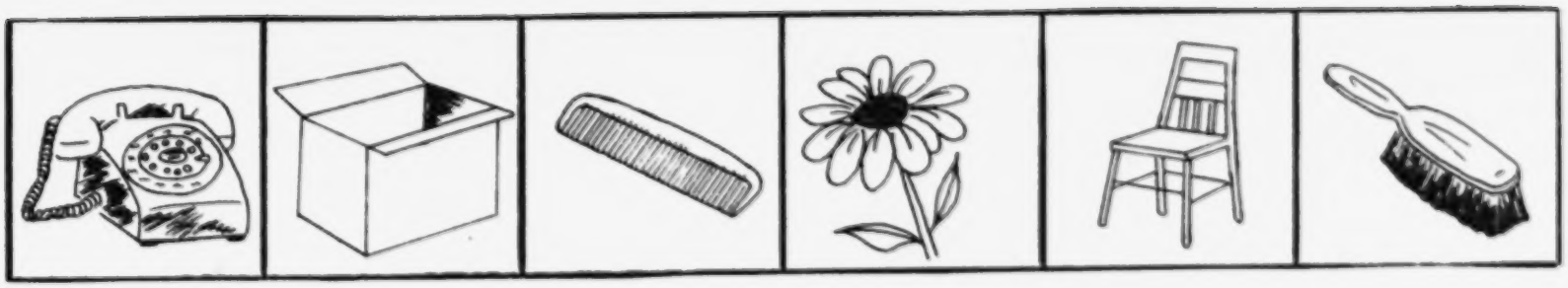

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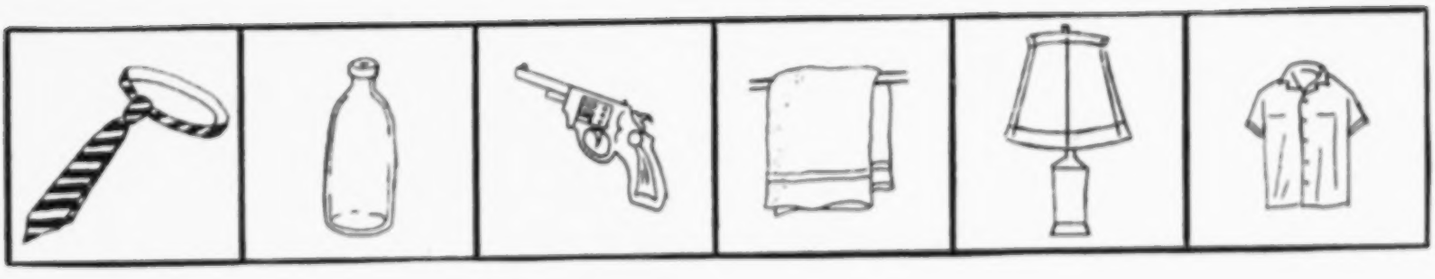

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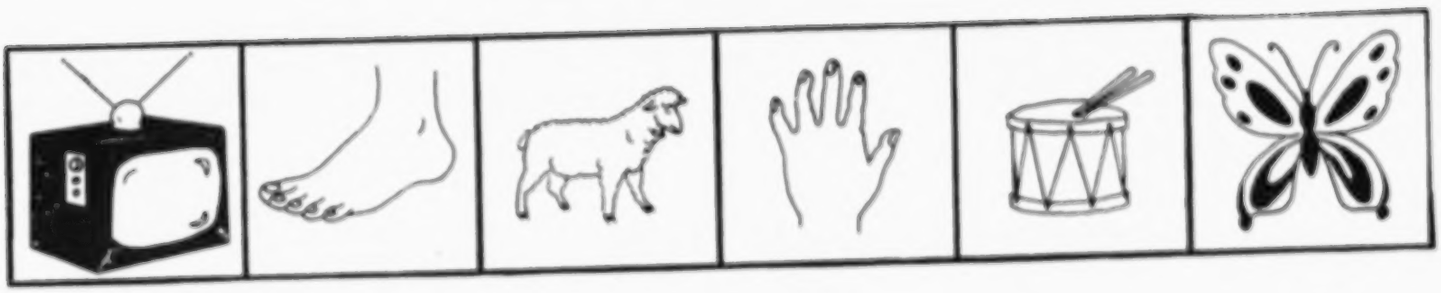
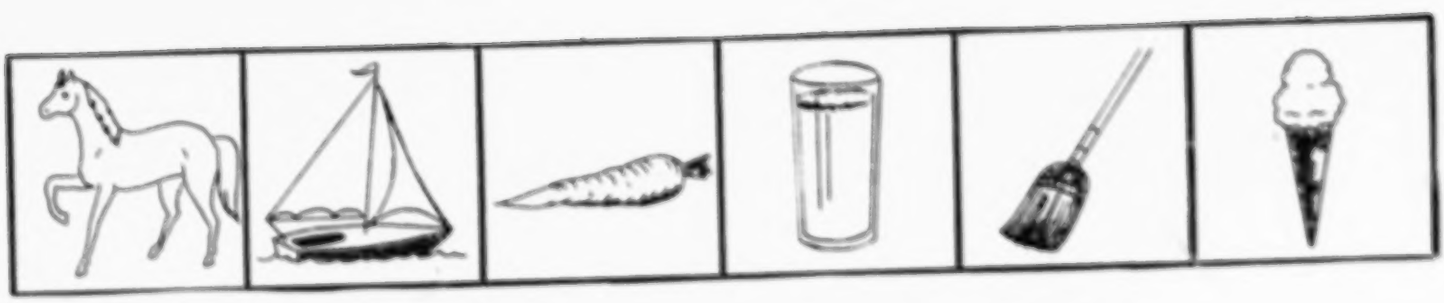


5. 

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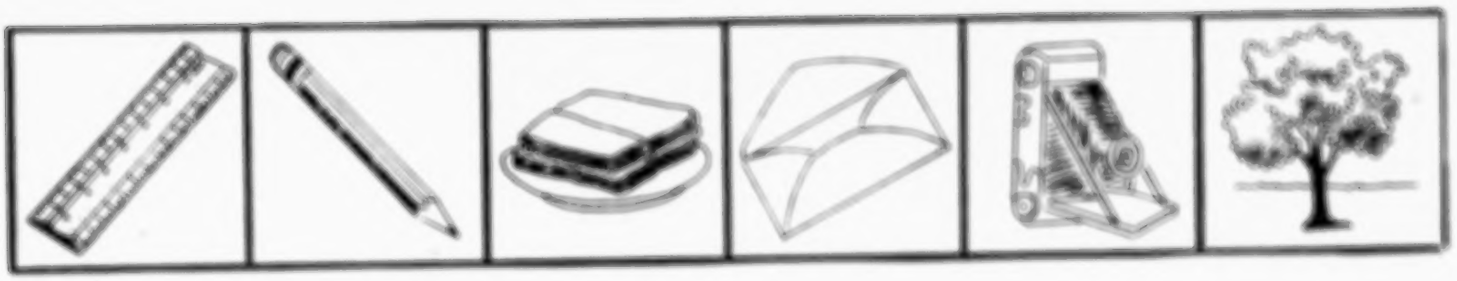

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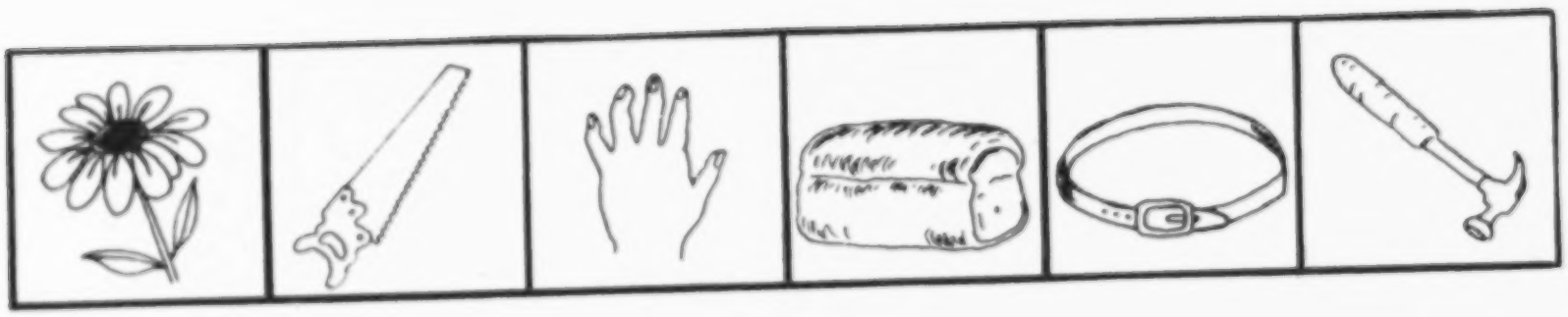

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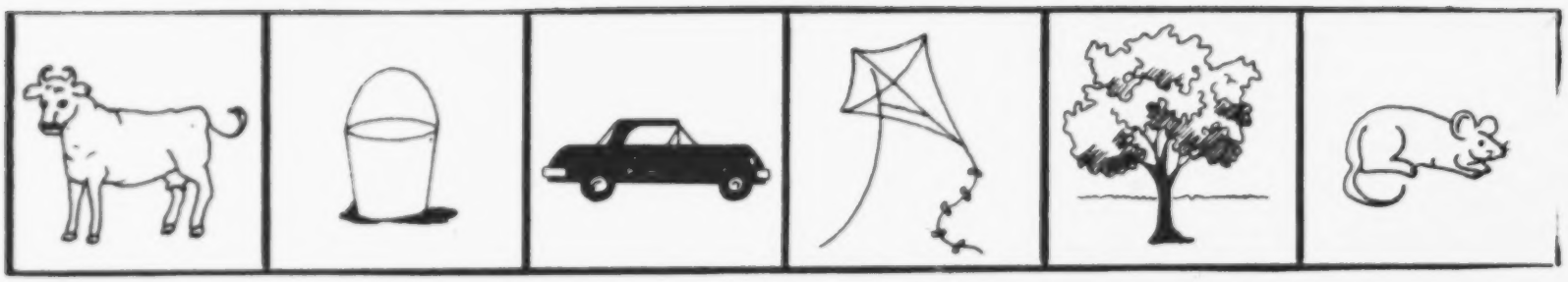
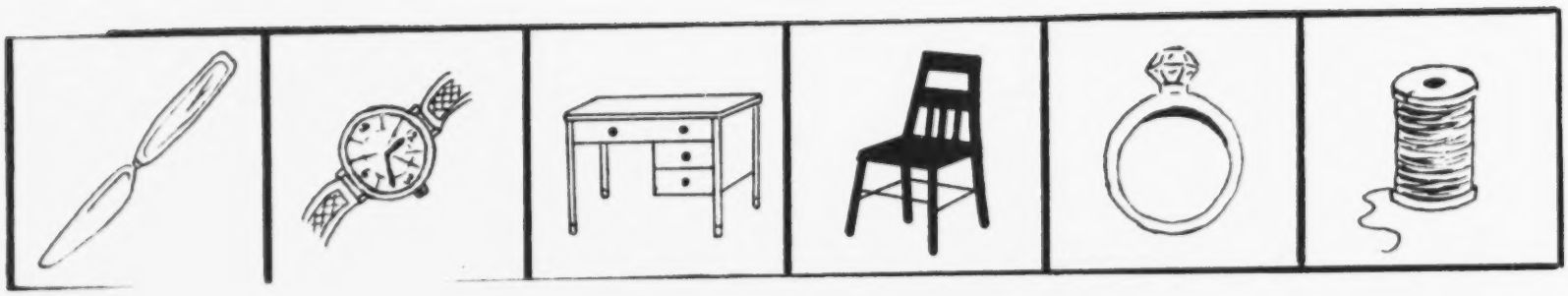


11. 

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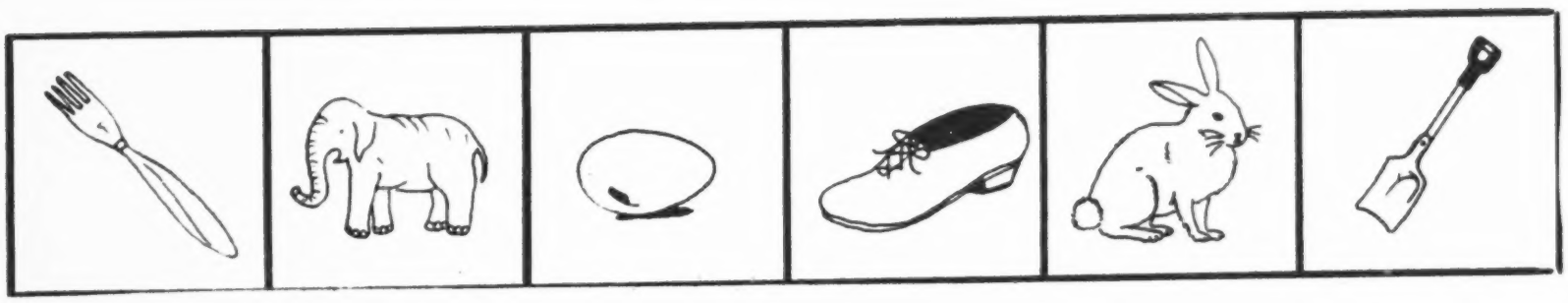

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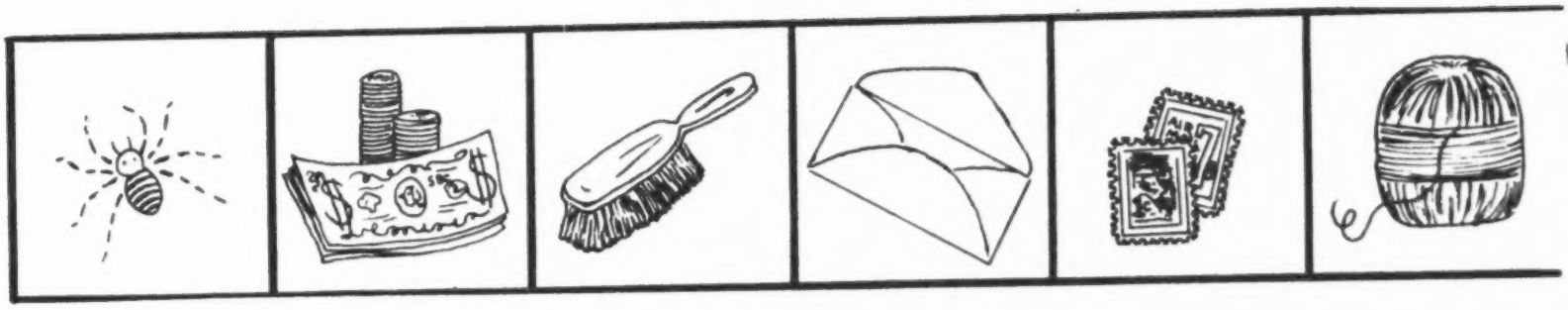

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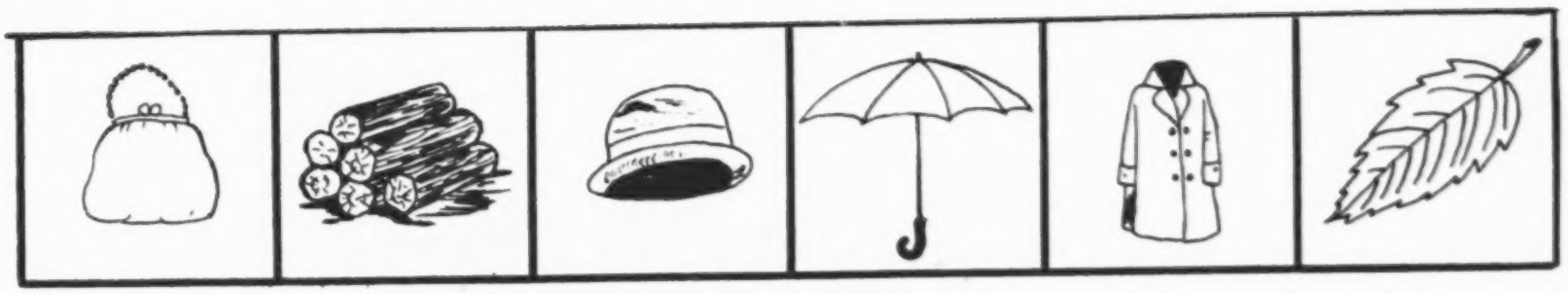

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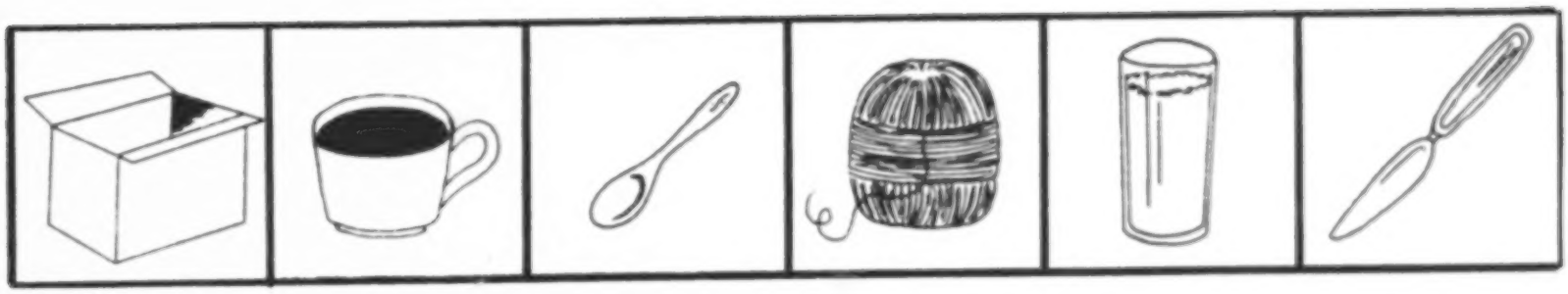
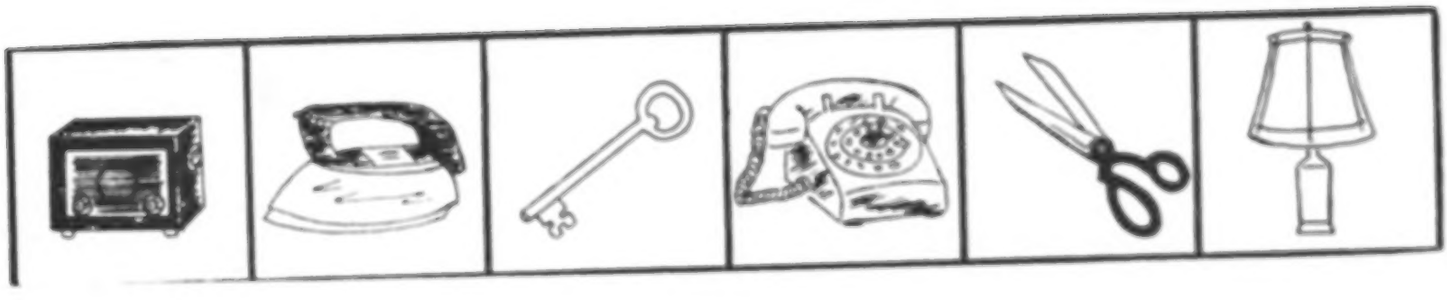


16. 

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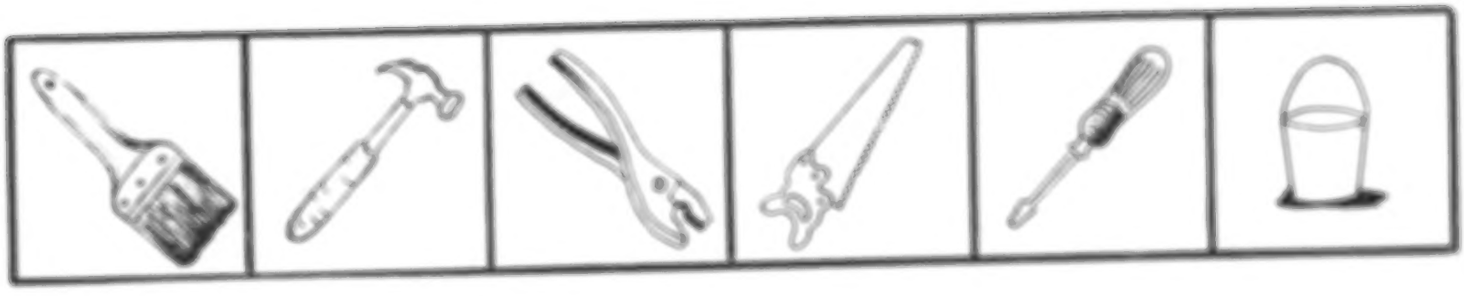

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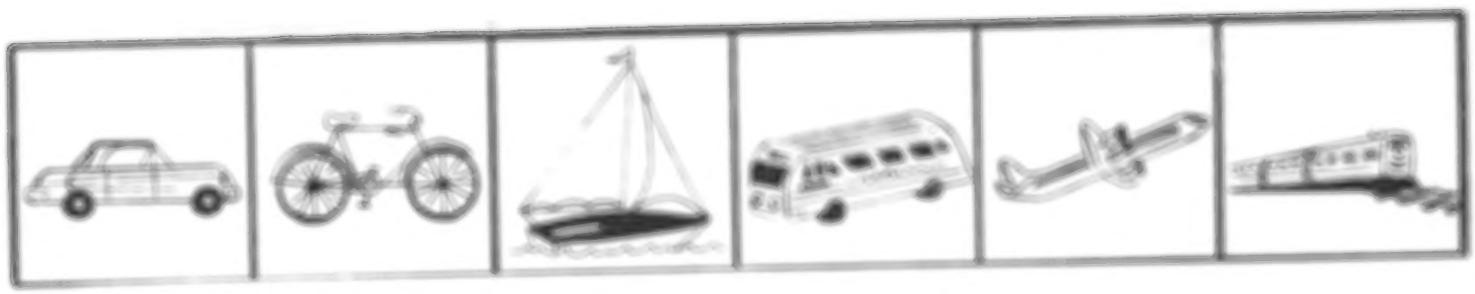

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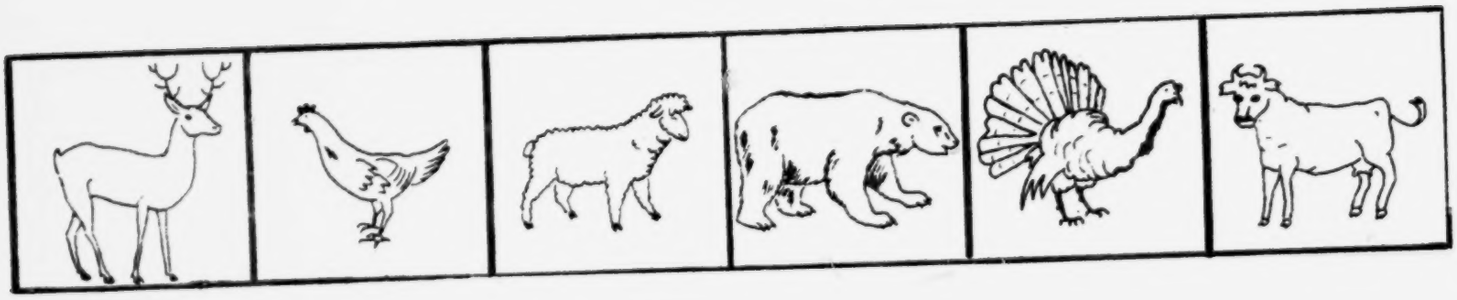

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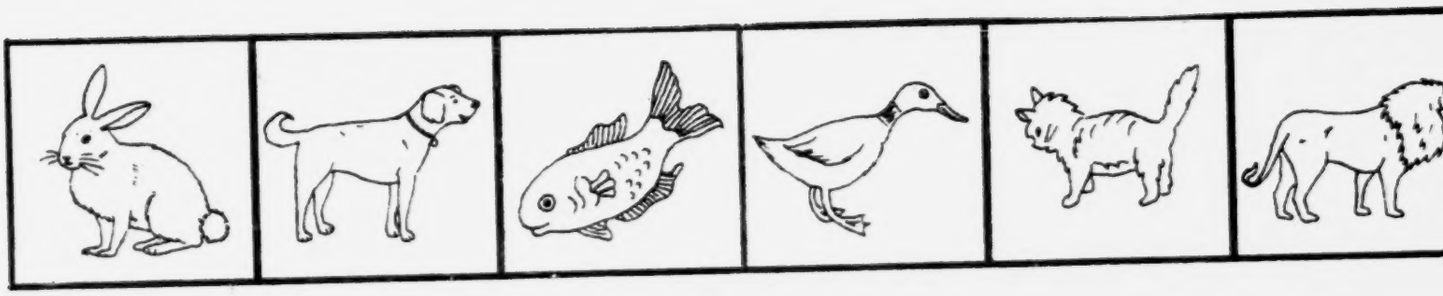

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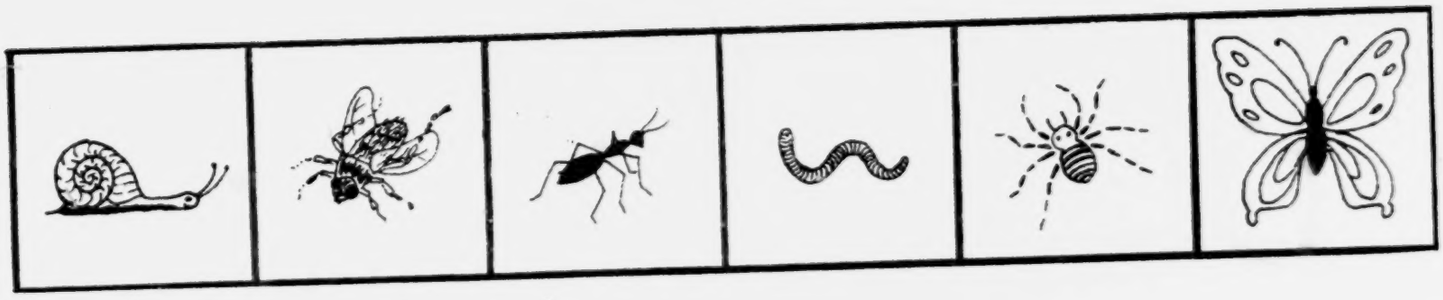

LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-tests No. 3)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's ability to recognize the various types of interrogative patterns in a language. This test attempts to measure knowledge of linguistic patterns or structure, not the knowledge of specific content words, consequently an effort has been made to select content words for the various slots in the stimulus sentences which would be simple, common and within the vocabulary range of the young children being tested. Also, alternative content words have been provided in parenthesis in many instances. If a child fails to respond at all to an item or indicates he does not know, the test administrator is to give the same pattern again, only substituting an alternative content word from within the parenthesis. The test administrator should continue to repeat the pattern, each time using a different alternative until all the alternative words specified in the parenthesis have been used.

More than a measure of the knowledge of specific words and utterances, this test is an index of the child's familiarity with the basic interrogative patterns in a language. It is possible on this test that the child can, in some instances, respond appropriately without actually understanding the specific content of a question or imperative, e.g., by responding to various cues of intonation, word order

and function words. The child's recognition of these patterns is to be judged by his verbal as well as non-verbal (gestural and paralinguistic) responses. The criterion for making particular judgments of the "appropriateness" of a child's response is specified for all items for which this is not self-evident. The test administrator is to remember that for a child's response to be scored "appropriate," it need only indicate that the child has comprehended the pattern (i.e., the basic type or the general form) of a question. Thus, the child's response might be factually wrong, grammatically incorrect or employ socially unacceptable (i.e., nonstandard) forms or even given in a second language and still be scored "appropriate." In some instances, the criteria of "appropriateness" of response can be extended at the test administrator's discretion.

The test administrator is to score each response of the child by circling a letter for each item which indicates one of the following four response categories. (In some cases, as indicated above, the test administrator will repeat the stimulus pattern [with appropriate lexical alternates]. In such cases the test administrator will score the <u>first</u> appropriate or inappropriate response.)

A = the child gave an "appropriate" response (i.e., as defined by the specified criterion for an appropriate response) or made a response which indicated that he comprehended the pattern of the question

B = the child did not give an "appropriate" response (i.e., as defined by the specified criterion for an appropriate response) or made a response which indicated that he did not comprehend the pattern of the question

C = the child insisted that he did not understand, did not know, did not want to respond or the child gave no discernible response

D = the test administrator was not able to judge the child's response in terms of one of the three categories above (If this category is marked, an explanatory comment beside the item is required.)

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
RECOGNITION OF INTEROGATIVE PATTERNS (Sub-test No. 3)

| PRACTICE ITEMS | APPROPRIATE RESPONSE CRITERIA |
|---|---|
| P1. How old are you? | Any reference to number or quantity |
| P2. Have you got brothers (sisters)? | An affirmative or negative response |
| P3. Are you big (tall) or little (short)? | Either choice |
| P4. Where do you go to school (church)? | Any reference to place |
| P5. When do you eat breakfast (dinner)? | Any indication of time |
| P6. What can you see in a house (school)? | Any indication of anything |

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-test No. 3)

| TEST ITEMS | APPROPRIATE RESPONSE CRITERIA |
|---|---|
| 1. Who's your friend (neighbor)? | Any reference to a person |
| 2. Where do you go during the day (at night)? | Any reference to place |
| 3. Is sugar (a lemon) sweet or sour? | Either choice |
| 4. What do you like to eat (drink)? | Any reference to anything edible or that could be drunk |
| 5. Ask me who my neighbor (friend) is. | Who + BE...? |
| 6. Is this my nose (ear)? (The test administrator is to indicate the body part which would elicit an affirmative answer.) | Any affirmative response |
| 7. How many fingers (toes) do you have? | Any reference to number or quantity |
| 8. Dogs can bite (bark), can't they? | Any affirmative response |
| 9. Let me hear you say (give) the word "good." | The word "good" |
| 10. Are you a boy (a little boy)? | Affirmative or negative response in accord with actual sex |
| 11. Which is bigger, a cat (dog) or a horse (cow)? | Any second member of a set of choices |
| 12. Where do you like to play (run)? | Any reference to place |

| | | |
|---|---|---|
| 13. | Are you seven (eight) years old? | Any negative response |
| 14. | Who washes the dishes (clothes) at home? | Any reference to a person |
| 15. | When do you get up (go to bed)? | Any reference to time |
| 16. | Are my eyes closed (open)? (The test administrator is to do the contrary of what he asks, i.e., try to elicit a negative response.) | Any negative response |
| 17. | What is your grandfather (grandpa, daddy) like? | ...ADJECTIVE... |
| 18. | How many arms (legs) do you have? | Any reference to number or quantity |
| 19. | What can fly (run)? | Any reference to an animal or thing |
| 20. | When does the sun come up (go down)? | Any reference to time |

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-test No. 3)

| PRACTICE ITEMS | APPROPRIATE RESPONSE |
|---|---|
| P1. How many brothers (sisters) do you have? | Any reference to a number or quantity |
| P2. Have you been here a long time? | An affirmative or negative response |
| P3. What do you see in this room (outside)? | An indication of anything non-human |
| P4. Are you a boy (little boy) or a girl (little girl)? | |
| P5. Where do you live (stay)? | Any reference to a place |
| P6. When do you sleep (rest)? | Any reference to time |

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-test No. 3)

| TEST ITEMS | APPROPRIATE RESPONSE CRITERIA |
|---|---|
| 1. Who helps (takes care of) you? | Any reference to a person |
| 2. Where do you go in the morning (afternoon)? | Any reference to a place |
| 3. Is pepper (a pepper) hot or not hot? | Either choice |
| 4. What kind of animal do you see in the country (on a farm)? | Any reference to an animal |
| 5. Ask me where I live. | Where + do + you...? |
| 6. Is this my eye (mouth)? (The test administrator is to indicate a body part which would elicit a negative response.) | Any negative response |
| 7. How many ears (eyes) do you have? | Any indication of a number or quantity |
| 8. Birds can fly, can't they? | Any affirmative response |
| 9. Let me hear you say (speak) the word "book." | ..."book"... |
| 10. Are you a girl (a little girl)? | Affirmative or negative response in accord with actual sex |
| 11. Which is smaller, a cat (dog) or a horse (cow)? | Either choice |
| 12. Where do you sleep (rest)? | Any reference to a place |
| 13. Are you very young (a little kid)? | Any affirmative response |

| | | |
|---|---|---|
| 14. | Who gets up early (late) in your house? | Any reference to a person |
| 15. | When do you go outside (out of the house)? | Any reference to time |
| 16. | Is my hand open (closed)? (The test administrator is to do the same as he asks, i.e., to try to elicit an affirmative response.) | Any affirmative response |
| 17. | What is your grandmother (grandma, mommy) like? | ...ADJECTIVE... |
| 18. | What grows (lives) in the ground? | Any reference to a plant or animal |
| 19. | How many hands (legs) do you have? | Any reference to number or quantity |
| 20. | When does the moon come out (go down)? | Any reference to time |

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-test No. 3)

| PRACTICE ITEMS | APPROPRIATE RESPONSE CRITERIA |
|---|---|
| P1. ¿Cuántos años tienes? | Any reference to number or quantity |
| P2. ¿Tienes hermanos (hermanas)? | An affirmative or negative response |
| P3. ¿Eres grande (alto) o chiquito (bajito)? | Either choice |
| P4. ¿Dónde está la escuela (iglesia)? | Any reference to place |
| P5. ¿Cuándo tomas el almuerzo (la comida)? | Any indication of time |
| P6. ¿Qué cosa se ve en una casa (escuela)? | Any indication of anything |

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-test No. 3)

| TEST ITEMS | APPROPRIATE RESPONSE CRITERIA |
|---|---|
| 1. ¿Quién es tu amigo (amiga, vecino)? | Any reference to a person |
| 2. ¿Adónde vas en el día (la noche)? | Any reference to place |
| 3. ¿Es el azúcar (un limón) dulce o ágrio? | Either choice |
| 4. ¿Qué te gusta comer (tomar, beber)? | Any reference to anything edible or that could be drunk |
| 5. Pregúntame a mí quien es mi vecino (amigo, amiga). | ¿Quién + SER...? |
| 6. ¿Es esta la nariz (oreja)? (The test administrator is to indicate the body part which would elicit an affirmative answer.) | Any affirmative response |
| 7. ¿Cuántos dedos de la mano (dedos del pie) tienes? | Any reference to number or quantity |
| 8. ¿Los perros pueden morder (ladrar), verdad? | Any affirmative response |
| 9. Déjame oírte decir (dar) la palabra "bueno!" | The word "bueno" |
| 10. ¿Eres tú un niño (chamaquito)? | Affirmative or negative response in accord with actual sex |
| 11. ¿Cuál es más grande, un gato (perro) o un caballo (una vaca)? | |

| | | |
|---|---|---|
| 12. | ¿Dónde te gusta jugar (correr)? | Any reference to place |
| 13. | ¿Tienes siete (ocho) años? | Any negative response |
| 14. | ¿Quién lava los platos (los trastes) en tu casa? | Any reference to a person |
| 15. | ¿Cuándo te levantas (te acuestas)? | Any reference to time |
| 16. | ¿Están cerrados (abiertos) los ojos? (The test administrator is to do the contrary of what he asks, i.e., try to elicit a negative response.) | Any negative response |
| 17. | ¿Cómo es tu abuelo (abuelito, papá)? | ...ADJECTIVE... |
| 18. | ¿Cuántos brazos (pies) tienes tú? | Any reference to number or quantity |
| 19. | ¿Qué cosa puede volar (correr)? | Any reference to an animal or thing |
| 20. | ¿Cuándo sale (se mete) el sol? | Any reference to time |

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-test No. 3)

| PRACTICE ITEMS | APPROPRIATE RESPONSE CRITERIA |
|---|---|
| P1. ¿Cuántos(as) hermanos (hermanas) tienes? | Any reference to a number or quantity |
| P2. ¿Has estado aquí mucho tiempo? | An affirmative or negative response |
| P3. ¿Qué se puede ver en este cuarto (afuera)? | An indication of anything non-human |
| P4. ¿Eres tú un niño (chamaquito) o una niña (muchachachita)? | |
| P5. ¿Dónde vives (quedas) tú? | Any reference to a place |
| P6. ¿Cuándo duermes (descansas) tú? | Any reference to time |

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
RECOGNITION OF INTERROGATIVE PATTERNS (Sub-test No. 3)

| TEST ITEMS | APPROPRIATE RESPONSE CRITERIA |
|---|---|
| 1. ¿Quién te ayuda (cuida) a tí? | Any reference to a person |
| 2. ¿Adónde vas por la mañana (tarde)? | Any reference to a place |
| 3. ¿Es la pimienta (un chile) picante o no? | ..."picante"... |
| 4. ¿Qué clase de animal se ve en el campo (un rancho)? | Any reference to an animal |
| 5. Pregúntame a mí donde vivo yo. | ¿Donde + V...? |
| 6. ¿Es este(a) el ojo (la boca)? (The test administrator is to indicate a body part which would elicit a negative response.) | Any negative response |
| 7. ¿Cuántas(os) orejas (ojas) tienes? | Any indication of a number or quantity |
| 8. Los pájaros saben volar, verdad? | Any affirmative response |
| 9. Déjame oírte decir (pronunciar) la palabra "libro." | ..."Libro"... |
| 10. ¿Eres tú una niña (niñita)? | Affirmative or negative response in accord with actual sex. |

| | | |
|---|---|---|
| 11. | ¿Cuál es más chiquito, un gato(perro) o un caballo (una vaca)? | Any first member of a set of choices |
| 12. | ¿Dónde duermes (descansas) tú? | Any reference to a place |
| 13. | ¿Eres tú muy jóven (jovencito[a])? | Any affirmative response |
| 14. | ¿Quién se levanta temprano (tarde) en tu casa? | Any reference to a person |
| 15. | ¿Cuándo sales afuera (de la casa)? | Any reference to time |
| 16. | ¿Está la mano abierta (cerrada)? (The test administrator is to do the same as he asks, i.e., to try to elicit an affirmative response.) | Any affirmative response |
| 17. | ¿Cómo es tu abuela (abuelita, mamá)? | ...ADJECTIVE... |
| 18. | ¿Qué cosa crece (vive) en la tierra? | Any reference to a plant or animal |
| 19. | ¿Cuántos manos (piernas) tienes tú? | Any reference to number or quantity |
| 20. | ¿Cuándo sale(acuesta) la luna? | Any reference to time |

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
PHONEMIC DISCRIMINATION AT THE WORD LEVEL (Sub-tests No. 4)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's ability to hear and produce sound contrasts in a language at the word level.

The test administrator is to say each pair of words for the child to imitate. The child should be allowed to hear each word in a pair <u>separately</u> before he attempts to repeat.

The test administrator is to score each response of the child by circling a letter for each item which indicates one of the following four response categories:

A = the child repeated the minimally contrasting or non-contrasting sounds in the pair of words as they were given

B = the child did not say the minimally contrasting or non-contrasting sounds in the pair of words as they were given

C = the child did not say anything

D = the child made a response that could not be judged in any of the three response categories above (If this category is marked, a comment is required on the child's scoring sheet.)

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
PHONEMIC DISCRIMINATION AT THE WORD LEVEL (Sub-test No. 4)

PRACTICE ITEMS

P1. Let. Led.

P2. The dishes. The ditches.

P3. Day. Day.

P4. Feel. Fill.

P5. The dishes. The dishes.

P6. Let. Let.

TEST ITEMS

1. Berry. Very.
2. Peace. Peace.
3. Pool. Pull.
4. Pees. Peace.
5. Great. Grade.
6. Safe. Safe.
7. Pick. Peak.
8. Not. Not.
9. The jello. The jello.
10. Safe. Save.
11. Pick. Pick.
12. Nut. Not.
13. Pull. Pull.
14. Great. Great.
15. The wash. The watch.
16. The jello. The yellow.
17. A chap. A shap.
18. Very. Very.
19. The wash. The wash.
20. A chap. A chap.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
PHONEMIC DISCRIMINATION AT THE WORD LEVEL (Sub-test No. 4)

PRACTICE ITEMS

P1. Let. Led.

P2. The dishes. The dishes.

P3. Day. Day.

P4. Feel. Fill.

P5. The dishes. The dishes.

P6. Let. Let.

TEST ITEMS

1. Nut. Nut.
2. Cradle. Cradle.
3. A shop. A shop.
4. The watch. The watch.
5. Nut. Nut.
6. The watch. The wash.
7. Pool. Pool.
8. Very. Berry.
9. The yellow. The yellow.
10. Pull. Pool.
11. Peas. Peas.
12. Peak. Pick.
13. The yellow. The jello.
14. Save. Save.
15. Peak. Peak.
16. Peace. Pass.
17. Save. Safe.
18. A shop. A shop.
19. Cradle. Great.
20. Berry. Berry.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
PHONEMIC DISCRIMINATION AT THE WORD LEVEL (Sub-test No. 4)

PRACTICE ITEMS

P1. La misa. La mesa.

P2. Dos. Tos.

P3. Carro. Caro.

P4. Tos. Tos.

P5. Caro. Caro.

P6. La misa. La misa.

TEST ITEMS

1. Una peña. Una piña.
2. Delgado. Del gato.
3. Tía. Día.
4. Perro. Perro.
5. El peso. El peso.
6. La peina. La pena.
7. Delgado. Delgado.
8. Pero. Perro.
9. El beso. El peso.
10. La pena. La pena.
11. Todo. Todo.
12. Peces. Veces.
13. Día. Día.
14. Ruido. Rudo.
15. El jamón. El jamón.
16. Ruido. Ruido.
17. Una peña. Una peña.
18. Peces. Peces.
19. Todo. Toro.
20. El jamón. El jabón.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
PHONEMIC DISCRIMINATION AT THE WORD LEVEL (Sub-test No. 4)

PRACTICE ITEMS

P1. La misa. La mesa.

P2. Dos. Tos.

P3. Carro. Caro.

P4. Tos. Tos.

P5. Caro. Caro.

P6. La misa. La misa.

TEST ITEMS

1. Del gato. Del gato.
2. Toro. Toro.
3. Del gato. Delgado.
4. La pena. La peina.
5. Perro. Pero.
6. Veces. Veces.
7. Tía. Tía.
8. Rudo. Rudo.
9. El peso. El beso.
10. El jabón. El jabón.
11. Una piña. Una piña.
12. La peina. La peina.
13. El beso. El beso.
14. Toro. Todo.
15. Una piña. Una peña.
16. Día. Tía.
17. Veces. Peces.
18. Pero. Pero.
19. Rudo. Ruido.
20. El jabón. El jamón.

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
PRODUCTION OF GRAMMATICAL STRUCTURES (Sub-tests No. 5)

DIRECTIONS FOR THE TEST ADMINISTRATOR

The test administrator is to try to elicit the desired response (the minimal grammatical structure) from the child by means of the verbal stimuli, behaviors and props specified for each item. Alternative verbal stimuli are provided for each item in case the first stimuli fails to elicit the desired response. These alternative stimuli are marked with a preceding asterisk (*). The test administrator should use the alternative stimulus only if necessary.

If a child responds with a nonverbal sign (e.g., holding up fingers to indicate age) or gesture (e.g., nodding or shaking his head), then the test administrator should say, "How would you say that?" or "Can you say that?" (in Spanish, "¿Cómo dices eso?" or "¿Puedes decir eso?"). If a child responds in a language different from that of the test being given, the test administrator should say, "Can you say that in English?" or "How would you say that in English?" or "¿Puedes decirlo en español?" or "¿Cómo dices eso en español?".

The grammatical structure which the child is required to produce to receive credit for an item is given on the right side of the page. It is important to keep in mind that a child is to be given credit only

if he produces the minimal structure specified on the right. Thus, a child can be scored as right on an item even though he may use the wrong lexical items or even though he may mispronounce the words which form a particular structure.

The test administrator is to score each response of the child by circling a letter for each item which indicates one of the following response categories:

A = the child produced the minimal grammatical structure specified

B = the child did not produce the minimal grammatical structure specified

C = the child indicated by verbal or nonverbal means that he did not understand the stimulus given or that he did not know what to say or that he did not want to respond (Example, a lengthy pause after the stimulus item was given would be a response in Category C.)

D = the child's response could not be judged to be in one of the three categories above (If this category is marked, a comment is required on the individual scoring sheet.)

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
PRODUCTION OF GRAMMATICAL STRUCTURES (Sub-test No. 5)

PRACTICE ITEMS

| STIMULI | MINIMAL ACCEPTABLE GRAMMATICAL STRUCTURE |
|---|---|
| P1. What is your name?<br>*Tell me your name. | My name is.... |
| P2. Ask me where I'm from.<br>*Why don't you ask me where I'm from? | Where + BE + you...? |
| P3. Tell me what you are doing right now.<br>*Can you tell me what you are doing right now? | ...V (progressive aspect) |
| P4. Are you ready to play this game?<br>(If child responds with only "Yes" or "No", say "Yes, what?", or "No, what?") | |

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*An asterisk before an item indicates an alternative verbal stimulus.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
PRODUCTION OF GRAMMATICAL STRUCTURES (Sub-test No. 5)

TEST ITEMS

| STIMULI | MINIMAL ACCEPTABLE GRAMMATICAL STRUCTURE |
|---|---|
| 1. Ask me what my name is.<br>*Can you ask me what my name is? | What + BE + your + N...? |
| 2. How old are you?<br>*Tell me how old you are. | I + BE... |
| 3. Were you here (in school) yesterday?<br>(If child responds with "Yes" or "No" only, say, "Yes, what?" or "No, what?") | Yes (No), I was (wasn't)... |
| 4. (Test administrator takes hold of his own ear.)<br>What's this?<br>*Can you tell me what this is? | ...that + BE + your... |
| 5. (Get child to put his finger on his nose. Then ask:)<br>Is that your foot?<br>*What is that? | ...this + BE + my... |
| 6. (Test administrator shows child one small piece of paper, the another saying:)<br>This is paper, And this is paper.<br>I have two...two what?<br>*What do I have? | ...pieces, bits, etc. + of + N (mass)... |
| 7. Ask me what time it is.<br>*Would you ask me what time it is? | What + time + BE + it...? |

*An asterisk before an item indicates an alternative verbal stimulus.

| | | |
|---|---|---|
| 8. | What are we doing right now?<br>*Tell me what we are doing right now. | ...V + -ing(progressive aspect)... |
| 9. | (Give the child a pencil, then ask:)<br>What do you have?<br>*Tell me what you have. | I + HAVE + article + N... |
| 10. | I'm thinking about someone now. Ask me who I am thinking about right now.<br>*Why don't you ask me who I am thinking about right now? | Who + BE + you...? |
| 11. | (Test administrator points to himself, then asks:)<br>Who's (name of test administrator)?<br>*Tell me that I am (name of test administrator). | You + BE... |
| 12. | (Test administrator puts a pencil on the table.)<br>Where's the pencil?<br>*Tell me where the pencil is. | ...on + article + N... |
| 13. | I have many pencils.<br>Ask me how many pencils I have.<br>*Find out how many pencils I have. | How many + N plural...? |
| 14. | Which is biggest, a dog, a horse, or a cat?<br>*Tell me which is biggest: a dog, a horse, or a cat. | ...article + N<br>(N = dog, horse, or cat) |

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*An asterisk before an item indicates an alternative verbal stimulus.

| | | |
|---|---|---|
| 15. | (Test administrator indicates one foot of the child and then the other, saying:)<br>This is your foot. And this is your foot. You have two...(pause)... two what?<br>*How many do you have? | ...feet... |
| 16. | (The test administrator shows the child a long pencil, then a short pencil, and finally a stub, saying:)<br>This pencil is long.<br>This pencil is short.<br>But this pencil is even ...what?<br>*This pencil is.... | ...shorter... |
| 17. | (Test administrator points to a chair)<br>What's this?<br>*Tell me what this is. | ...article + N... |
| 18. | Ask me if there's a window in this room.<br>*Would you ask me if there's a window in this room? | BE + there...? |
| 19. | Ask me who I saw this morning.<br>*Would you ask me who I saw this morning? | Who + did + you + V...? |
| 20. | I drink milk every day.<br>Yesterday I...what?<br>*What did I do with my milk yesterday? | ...drank... |

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*An asterisk before an item indicates an alternative verbal stimulus.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
PRODUCTION OF GRAMMATICAL STRUCTURES (Sub-test No. 5)

PRACTICE ITEMS

| STIMULI | MINIMAL ACCEPTABLE GRAMMATICAL STRUCTURE |
|---|---|
| P1. ¿Cómo te llamas?<br>*¿Dime como te llamas tú? | ...me llamo... |
| P2. Pregúntame a mí qué vamos a hacer.<br>*¿Por qué no me preguntas qué vamos a hacer? | Que + IR + a + hacer... |
| P3. Dime de dónde eres.<br>*¿Me puedes decir de dónde eres tú? | ...soy de... |
| P4. ¿Estas listo(a) para comenzar?<br>(If child responds with only "Sí" or "No", say "Si, ¿qué?" or "No, ¿qué?") | Si (No), estoy... |

*An asterisk before an item indicates an alternative verbal stimulus.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
PRODUCTION OF GRAMMATICAL STRUCTURES (Sub-test No. 5)

TEST ITEMS

| STIMULI | MINIMAL ACCEPTABLE GRAMMATICAL STRUCTURE |
|---|---|
| 1. Pregúntame a mí que hago yo.<br>*¿Me puedes preguntar que hago yo? | ¿Qué + HACER...? |
| 2. ¿Cuántos hermanos tienes?<br>*Dime cuantos hermanos tienes. | ...tengo... |
| 3. ¿Estabas en casa ayer?<br>*(If child responds with "Si" or "No" only, say, "Si, ¿qué?" or "No, ¿qué?") | ...estaba... |
| 4. (Get child to hold his ear, then ask:)<br>¿Es ese el ojo?<br>*¿Qué es eso? | ...esto(o,a) + article (mi)... |
| 5. (Test administrator takes hold of his own nose, then asks:)<br>¿Qué es esto?<br>*¿Me puedes decir que es esto? | ...eso(o,a) + SER + article (su,tú)... |

*An asterisk before an item indicates an alternative verbal stimulus.

| | | |
|---|---|---|
| 6. | (Test administrator shows child one item of his (the tester's) clothing and then another, saying:)<br>Esta es ropa...y esta también es ropa.<br>Tengo yo dos...¿qué?<br>•¿Qué tengo yo? | ...piezas (artículos, etc.) de + N (mass)... |
| 7. | Pregúntame qué día es hoy.<br>•¿Me quieres preguntar qué día es hoy? | ¿Qué + día + SER...? |
| 8. | ¿Qué estás haciendo ahorita mismo?<br>•¿Me puedes decir qué estás haciendo ahorita mismo? | ...estoy + V (with -ando or -iendo... |
| 9. | Yo pienso en algo ahora.<br>Pregúntame a mí en que pienso yo.<br>•¿Por qué no me preguntas a mí en qué pienso yo? | ¿(En) Qué + V...? |
| 10. | ¿Quién es (name of child's teacher)?<br>•¿Me puedes decir quién es (name of child's teacher)? | (Pronoun) + SER... |
| 11. | (Give the child a book, then ask:)<br>¿Qué tienes en la mano?<br>•Dime qué tienes tú en la mano. | ...tengo + article + N... |

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•An asterisk before an item indicates an alternative verbal stimulus.

| | | |
|---|---|---|
| 12. | (Test administrator puts a book on the table.)<br>¿Dónde está el libro ahora?<br>*Dime dónde está el libro. | ...ESTAR + en + article + N... |
| 13. | Yo tengo muchos libros.<br>Pregúntame a mí cuántos libros tengo.<br>*¿Me puedes preguntar cuántos libros tengo yo? | ¿Cuántos + N + TENER...? |
| 14. | ¿Cuál es el más grande de los tres: un gato, una vaca o un perro?<br>*Dime cuál es el más grande: un gato, una vaca o un perro? | ...article + N...<br>(N = gato, vaca or perro) |
| 15. | (Show the child one of your hands, saying:)<br>¿Cómo se llama esto?<br>*Dime qué es esto. | ...la + mano... |
| 16. | Un gato es chiquito.<br>Un ratón es más chiquito todavía.<br>Para una hormiga es...<br>¿qué?<br>*De los tres animalitos, la hormiga es ...¿qué? | ...article + más + ADJECTIVE... |
| 17. | (The test administrator points to the table, saying:)<br>¿Qué es esto?<br>*Dime qué es esto. | ...article + N... |

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*An asterisk before an item indicates an alternative verbal stimulus.

| | | |
|---|---|---|
| 18. | Pregúntame a mí si hay una puerta en este cuarto.<br>*¿Me puedes preguntar si hay una puerta en este cuarto? | ¿HABER + article...? |
| 19. | Pregúntame a mí que hice yo esta mañana.<br>*¿Me puedes preguntar que hice yo esta mañana? | ¿Qué + HACER (past)...? |
| 20. | Yo escribo una carta todos los días.<br>Ayer yo escribí una carta.<br>Pero hoy todavía yo no he... ¿qué?<br>*Hoy como de costumbre no he... ¿qué? | ...escrito... |

*An asterisk before an item indicates an alternative verbal stimulus.

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
ASSIMILATION OF MEANING (Sub-tests No. 6)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's ability to determine the truth value of a sentence and thereby demonstrate his grasp of the meaning of that sentence.

The test administrator is to say each sentence to the child and ask him to repeat it. When the child is repeating the sentence, the test administrator is to observe how the child reacts to the content of the sentence. After the child has repeated the sentence, he is to be asked to indicate if the sentence is true (cierto or verdad) or false (mentira or falso). Thus, the testing and scoring of each item is to be done in two stages.

For the first stage of scoring, the test administrator is to score each response of the child by circling a letter for each item which indicates one of the following response categories:

A = the child made no obvious reaction to the content of the sentence, i.e., he seemed to accept the sentence as true

B = the child made an obvious reaction to the content of the sentence which seemed to indicate that he regarded the sentence as false

C = the child's response was ambiguous or was not decipherable

D = the child made a response which could not be judged to be in one of the three categories above (If this category is marked, a comment is required on the child's scoring sheet.)

For the second stage of scoring, the test administrator is to score each response of the child by putting an "X" on a letter for each item which indicates one of the following response categories:

A = the child indicated the sentence was true (cierto or verdad)

B = the child indicated the sentence was false (mentira or falso)

C = the child indicated that he did not know

D = other response (a comment on child's scoring sheet required)

BAIS LANGUAGE COMPETENCE
ENGLISH
FORM A
ASSIMILATION OF MEANING (Sub-test No. 6)

PRACTICE ITEMS

P1. A ball is square.

P2. A belt is worn about the waist.

P3. Chickens never give milk.

P4. A ball is round.

P5. Chickens do not lay eggs.

P6. A belt is worn around the neck.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
ASSIMILATION OF MEANING (Sub-test No. 6)

TEST ITEMS

1. Cows give milk.
2. No man has two feet.
3. One cannot sweep the floor with a broom.
4. Fish know how to swim.
5. A ball is not round.
6. A key is used to eat soup.
7. One can sweep the floor with a broom.
8. Balls are round.
9. Apples grow on trees.
10. A man has two feet.
11. Apples grow in the water.
12. Fish know how to walk.
13. A mouse is a small animal.
14. A cat has four legs.
15. Cows lay eggs.
16. A key is used to open doors.
17. A cat has two legs.
18. Girls like to play with dolls.
19. Mice are large animals.
20. Girls do not like to play with dolls.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
ASSIMILATION OF MEANING (Sub-test No. 6)

PRACTICE ITEMS

P1. A ball is square.

P2. A belt is worn around the waist.

P3. Chickens never give milk.

P4. A ball is round.

P5. Chickens do not lay eggs.

P6. A belt is worn around the neck.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
ASSIMILATION OF MEANING (Sub-test No. 6)

TEST ITEMS

1. A rabbit knows how to run very fast.
2. A fish can swim.
3. All flowers smell bad.
4. A butterfly is a colorful insect.
5. One can eat soup with a spoon.
6. A glass is made of glass.
7. A car does not have four wheels.
8. Raw meat is good to eat.
9. Flowers smell nice.
10. A butterfly is a ferocious animal.
11. A rabbit never runs very fast.
12. No birds know how to fly.
13. A car has four wheels.
14. Birds can fly.
15. Fish do not know how to swim.
16. Hats are worn on the feet.
17. A glass cannot be broken.
18. Meat comes from animals.
19. A hat is worn on the head.
20. One cannot eat soup with a spoon.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
ASSIMILATION OF MEANING (Sub-test No. 6)

PRACTICE ITEMS

P1. Las maestras trabajan en las escuelas.

P2. El elefante no es un animal chiquito.

P3. Nunca se puede escribir con un lápiz.

P4. Las maestras trabajan en los ranchos.

P5. Se puede escribir con un lápiz.

P6. El elefante no es un animal grande.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
ASSIMILATION OF MEANING (Sub-test No. 6)

TEST ITEMS

1. Una llave sirve para comer sopa.
2. Las vacas dan leche.
3. Las manzanas crecen en los árboles (los palos).
4. No se puede barrer el piso con una escoba.
5. A las niñas no les gusta jugar con muñecas.
6. Los pescados (los peces) saben nadar.
7. Las manzanas crecen en el agua.
8. Las pelotas son redondas.
9. Se puede barrer el piso con una escoba.
10. Las vacas ponen huevos (blanquillos).
11. Ningun hombre tiene dos pies.
12. Un ratón es un animal grande.
13. Los pescados (los peces) saben caminar.
14. Los gatitos tienen dos patas.
15. Las pelotas no son redondas.
16. Un hombre tiene dos pies.
17. A muchas niñas les gusta jugar con muñecas.
18. Una llave sirve para abrir puertas.
19. Los ratónes son animales chiquitos.
20. Un gatito tiene cuatro patas.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
ASSIMILATION OF MEANING (Sub-test No. 6)

PRACTICE ITEMS

P1. Las maestras trabajan en las escuelas.

P2. El elefante no es un animal chiquito.

P3. Nunca se puede escribir con un lápiz.

P4. Las maestras trabajan en los ranchos.

P5. Se puede escribir con un lápiz.

P6. El elefante no es un animal grande.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
ASSIMILATION OF MEANING (Sub-test No. 6)

TEST ITEMS

1. Un carro (un automóvil) tiene cuatro ruedas.
2. La carne cruda es buena para comer.
3. Un conejo nunca corre muy de prisa.
4. Todas las flores huelen muy feo.
5. Se puede comer la sopa con una cuchara.
6. Los pescados (los peces) no saben nadar.
7. Los pájaros pueden volar.
8. Una mariposa es un animal feroz.
9. No se puede quebrar (romper) un vaso.
10. Las flores huelen muy bien (bonito).
11. Ningun pájaro sabe volar.
12. La mariposa es un insecto de mucho color.
13. El conejo corre muy rápido (recio).
14. Un vaso se hace de vidrio.
15. Un carro (un automóvil) no tiene cuatro ruedas.
16. No se puede comer la sopa con una cuchara.
17. El sombrero se usa en la cabeza.
18. Los sombreros se usan en los pies.
19. Un pescado (un pez) puede nadar.
20. La carne viene de los animales.

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-tests No. 7)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's ability to hear and produce selected sound contrasts in a language at the sentence level.

The test administrator is to say each pair of sentences for the child to imitate. The child should be allowed to hear each sentence in a pair <u>separately</u> before he attempts to repeat.

The test administrator is to score each response of the child by circling a letter for each item which indicates one of the following four response categories:

A = the child repeated the minimally contrasting or non-contrasting sounds in the pair of sentences as they were given

B = the child did not say the minimally contrasting or non-contrasting sounds in the pair of sentences as they were given

C = the child did not say anything

D = the child made a response that could not be judged in any of the three response categories above (If this category is marked, a comment is required on the child's scoring sheet.)

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

PRACTICE ITEMS

P1. He led the man in. He let the man in.

P2. She made a doll dress. She made a doll dress.

P3. She gave him a chop. She gave him a shop.

P4. He let the man in. He let the man in.

P5. She gave him a chop. She gave him a chop.

P6. They have a sheep. They have a ship.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

TEST ITEMS

1. She washed the baby. She washed the baby.
2. He can feel his shoes. He can feel his shoes.
3. It's a nut. It's a knot.
4. She watched the baby. She washed the baby.
5. You can't make her safe. You can't make her save.
6. He can fill his shoes. He can feel his shoes.
7. We think it's jello. We think it's jello.
8. There's water in the dish. There's water in the dish.
9. He wanted peace with his dinner. He wanted peace with his dinner.
10. He wanted peas with his dinner. He wanted peace with his dinner.
11. He got his boat. He got his vote.
12. There's water in the dish. There's water in the ditch.
13. We think it's jello. We think it's yellow.
14. He got his boat. He got his boat.
15. He doesn't have any pull. He doesn't have any pool.
16. You can't make her safe. You can't make her safe.
17. He made the bed. He made the bet.
18. It's a knot. It's a knot.
19. He made the bet. He made the bet.
20. He doesn't have any pool. He doesn't have any pool.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

PRACTICE ITEMS

P1. He led the man in. He let the man in.

P2. She made a doll dress. She made a doll dress.

P3. She gave him a chop. She gave him a shop.

P4. He let the man. He let the man in.

P5. She gave him a chop. She gave him a chop.

P6. They have a sheep. They have a ship.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

TEST ITEMS

1. He got his vote. He got his boat.
2. He can feel his shoes. He can fill his shoes.
3. It's a knot. It's a nut.
4. He wanted peas with his dinner. He wanted peas with his dinner.
5. It's a nut. It's a nut.
6. He can fill his shoes. He can fill his shoes.
7. There's water in the ditch. There's water in the ditch.
8. He doesn't have any pool. He doesn't have any pull.
9. We think it's yellow. We think it's jello.
10. He doesn't have any pull. He doesn't have any pull.
11. There's water in the ditch. There's water in the dish.
12. She washed the baby. She watched the baby.
13. You can't make her save. You can't make her save.
14. We think it's yellow. We think it's yellow.
15. He wanted peace with his dinner. He wanted peas with his dinner.
16. She goes to a great school. She goes to a grade school.
17. He got his vote. He got his vote.
18. She watched the baby. She watched the baby.
19. She goes to a grade school. She goes to a grade school.
20. You can't make her save. You can't make her safe.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

PRACTICE ITEMS

P1. La muchachita tiene dos. La muchachita tiene tos.

P2. Pero no tiene hambre. "Perro" no tiene hambre.

P3. La muchachita tiene tos. La muchachita tiene tos.

P4. El fue a la misa. El fue a la mesa.

P5. El fue a la mesa. El fue a la mesa.

P6. Pero no tiene hambre. Pero no tiene hambre.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

TEST ITEMS

1. Ellas se peinan mucho. Ellas se penan mucho.
2. No me gusta comer jamón. No me gusta comer jabón.
3. Esa no es baja. Esa no es paja.
4. No es mi día. No es mi tía.
5. Todo quiso pelear. "Toro" quiso pelear.
6. Es del gato. Es del gato.
7. No es carro. No es caro.
8. Ellas se penan mucho. Ellas se penan mucho.
9. Eso es una piña. Eso es una piña.
10. Todo quiso pelear. Todo quiso pelear.
11. No me gusta comer jamón. No me gusta comer jamón.
12. Eso fue rudo. Eso fue ruido.
13. Eso fue rudo. Eso fue rudo.
14. No es caro. No es caro.
15. Eso es una peña. Eso es una piña.
16. El quiere un beso. El quiere un beso.
17. No es mi día. No es mi día.
18. El quiere un beso. El quiere un peso.
19. Esa no es baja. Esa no es baja.
20. Es delgado. Es del gato.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

PRACTICE ITEMS

P1. La muchachita tiene dos. La muchachita tiene tos.

P2. Pero no tiene hambre. "Perro" no tiene hambre.

P3. La muchachita tiene tos. La muchachita tiene tos.

P4. El fue a la misa. El fue a la mesa.

P5. El fue a la mesa. El fue a la mesa.

P6. Pero no tiene hambre. Pero no tiene hambre.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
PHONEMIC DISCRIMINATION AT THE SENTENCE LEVEL (Sub-test No. 7)

TEST ITEMS

1. "Toro" quiso pelear. Todo quiso pelear.
2. No es carro. No es carro.
3. Ellas se peinan mucho. Ellas se peinan mucho.
4. "Toro" quiso pelear. "Toro" quiso pelear.
5. Eso fue ruido. Eso fue ruido.
6. Eso es una paña. Eso es una peña.
7. No es mi tfa. No es mi dfa.
8. Esa no es paja. Ese no es paja.
9. Ellas se penan mucho. Ellas se peinan mucho.
10. No me gusta comer jabón. No me gusta comer jabón.
11. No es mi tfa. No es mi tfa.
12. El quiere un peso. El quiere un peso.
13. Esa no es paja. Esa no es baja.
14. No es caro. No es carro.
15. Eso fue ruido. Eso fue rudo.
16. Eso es una piña. Eso es una peña.
17. Es delgado. Es delgado.
18. El quiere un peso. El quiere un beso.
19. No me gusta comer jabón. No me gusta comer jamón.
20. Es del gato. Es delgado.

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
GRAMMATICAL SENSITIVITY (Sub-tests No. 8)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's knowledge of certain morphological and syntactic structures in a language.

The test administrator is to read each sentence to the child and have him repeat it. The test administrator should then observe closely how he repeats the sentence, e.g, he notes if the child makes any changes in the structure of a sentence.

The test administrator is to score each response of the child by circling a letter for each item which indicates one of the following response categories:

A = the child repeated the structure as it was given and made no obvious negative reaction to it

B = the child did not repeat the structure as it was given <u>or</u> made an obvious negative reaction to it

C = the child did not say or repeat anything

D = the child made a response which could not be judged to be in one of the three categories above (If this category is marked, a comment is required on the child's scoring sheet.)

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

PRACTICE ITEMS

P1. Where do birds live?

P2. A tree is more tall than I am.

P3. He asked a pencil.

P4. Where live birds?

P5. A tree is taller than I am.

P6. He asked for a pencil.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

TEST ITEMS

1. They have a little cat.
2. She want a doll.
3. They sang very well yesterday.
4. They have a cat little.
5. The doll of her is pretty.
6. When sleep cows?
7. When do cows sleep?
8. She has broke her pencil.
9. Her doll is pretty.
10. Is a tree tall?
11. Cats like to eat mice.
12. A fly is smaller than a mouse.
13. Is tall a tree?
14. She has broken her pencil.
15. Cats like to eat mouses.
16. A fly is more small than a mouse.
17. They singed very well yesterday.
18. They were looking for the key.
19. She wants a doll.
20. They were looking the key.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

PRACTICE ITEMS

P1. Where do birds live?

P2. A tree is more tall than I am.

P3. He asked a pencil.

P4. Where live birds?

P5. A tree is taller than I am.

P6. He asked for a pencil.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

TEST ITEMS

1. Is big a horse?
2. They have a white chicken.
3. Policemans wear hats.
4. He likes rabbits.
5. The teacher is looking for a car.
6. He like rabbits.
7. She has wrote a book.
8. A chicken is more big than a bird.
9. Is a horse big?
10. Where do birds fly?
11. The bird catched a worm yesterday.
12. Policemen wear hats.
13. A chicken is bigger than a bird.
14. The bird caught a worm yesterday.
15. Where fly birds?
16. She has written a book.
17. The teacher is looking a car.
18. They have a chicken white.
19. Her daddy is a teacher.
20. The daddy of her is a teacher.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

PRACTICE ITEMS

P1. Ella es maestro.

P2. Ella ha escrito a mi mamá.

P3. ¿Cuándo viene la maestra?

P4. Yo estuve en casa cuando ella vino.

P5. Ella es maestra.

P6. Ella ha escribido a mi mamá.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

TEST ITEMS

1. La botella es en la canasta.
2. El está esperando el bos (el camión, el autobús).
3. El estaba aquí cuando ella llegó.
4. El bos (el camión, el autobús) está viniendo mañana.
5. El cuchillo está rompido.
6. Yo quiero que tú vienes.
7. Yo ero de aquí.
8. El cuchillo está roto.
9. El lápiz rojo (colorado) está en la silla.
10. La botella está en la canasta.
11. El carpintero abró la canasta.
12. ¿Habló él con su mamá?
13. Yo soy de aquí.
14. El carpintero abrió la canasta.
15. El estuvo aquí cuando ella llegó.
16. ¿Hablaste él con su mamá?
17. El rojo (colorado) lápiz está en la silla.
18. El bos (el camión, el autobús) viene mañana.
19. Yo quiero que tú vengas.
20. El está esperando para el bos (el camión, el autobús).

BASIC LANGAUGE COMPETENCE
SPANISH
FORM B
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

PRACTICE ITEMS

P1. Ella es maestro.

P2. Ella ha escrito a mi mamá.

P3. ¿Cuándo viene la maestra?

P4. Yo estuve en casa cuando ella vino.

P5. Ella es maestra.

P6. Ella ha escribido a mi mamá.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
GRAMMATICAL SENSITIVITY (Sub-test No. 8)

TEST ITEMS

1. La maestra abrió la caja.
2. Me gusta el blanco sombrero.
3. Ella está viniendo acá mañana.
4. Mi papá quiere que tú vienes.
5. Mi papá quiere que tú vengas.
6. Estoy buscando mis libros.
7. La maestra abrŏ la caja.
8. Ella es enferma ahora.
9. Mi mamá lavó las tazas ayer.
10. Yo estuve en casa cuando él llegó.
11. Ella viene acá mañana.
12. Yo no ero policía.
13. Yo estaba en casa cuando él llegó.
14. La maestra ha volvido de casa.
15. Estoy buscando para mis libros.
16. Yo no soy policía.
17. La maestra ha vuelto de casa.
18. Mi mamá lavaste las tazas ayer.
19. Ella está enferma ahora.
20. Me gusta el sombrero blanco.

BASIC LANGUAGE COMPETENCE
ENGLISH AND SPANISH
FORMS A AND B
GRAMMATICAL DISCRIMINATION (Sub-tests No. 9)

DIRECTIONS FOR THE TEST ADMINISTRATOR

This is a test of a child's knowledge of certain morphological and syntactic structures in a language.

The test administrator is to read the first sentence and have the child repeat it, then the second sentence and have him repeat it. The test administrator is to observe each time how the child repeats each sentence, e.g., he notes if the child makes any changes in the structure of a sentence or both sentences.

The test administrator is to score each response of the child to the <u>first</u> sentence in a pair by circling a letter which indicates one of the following response categories:

Step 1: First Sentence (Mark A, B, C, or D with a circle.)

A = the child repeated the structure as it was given and made no obvious negative reaction to it

B = the child did not repeat the structure as it was given <u>or</u> made an obvious negative reaction to it

C = the child did not say or repeat anything

D = the child made a response which could not be judged to be in one of the three categories above (If this category is marked, a comment is required on the child's scoring sheet.)

The test administrator is to score each response of the child to the second sentence in a pair by putting an "X" on a letter which indicates one of the above response categories.

Step 2: Second Sentence (Mark A, B, C, or D as above but with an "X".)

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

PRACTICE ITEMS

P1. Is heavy a car? Is a car heavy?

P2. He fell and broke two teeth.
He fell and broke two tooths.

P3. She likes to sing. She like to sing.

P4. Where do birds live? Where live birds?

P5. He asked for a pencil. He asked a pencil.

P6. He fell and broke two tooths.
He fell and broke two teeth.

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM A
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

TEST ITEMS

1. Cats like to eat mice. Cats like to eat mouses.
2. They have a little cat. They have a cat little.
3. She has broke her pencil. She has broken her pencil.
4. She wants a doll. She want a doll.
5. They singed very well yesterday. They sang very well yesterday.
6. A fly is smaller than a mouse. A fly is more small than a mouse.
7. Her doll is pretty. The doll of her is pretty.
8. A fly is more small than a mouse. A fly is smaller than a mouse.
9. They sang very well yesterday. They singed very well yesterday.
10. Cats like to eat mouses. Cats like to eat mice.
11. She has broken her pencil. She has broke her pencil.
12. They have a cat little. They have a little cat.
13. They were looking the key. They were looking for the key.
14. When sleep cows? When do cows sleep?
15. She want a doll. She wants a doll.
16. They were looking for the key. They were looking the key.
17. The doll of her is pretty. Her doll is pretty.
18. When do cows sleep? When sleep cows?
19. Is tall a tree? Is a tree tall?
20. Is a tree tall? Is tall a tree?

BASIC LANGUAGE COMPETENCE
ENGLISH
FORM B
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

PRACTICE ITEMS

P1. Is heavy a car? Is a car heavy?

P2. He fell and broke two teeth.
He fell and broke two tooths.

P3. She likes to sing. She like to sing.

P4. Where do birds live? Where live birds?

P5. He asked for a pencil. He asked a pencil.

P6. He fell and broke two tooths.
He fell and broke two teeth.

BAIS LANGUAGE COMPETENCE
ENGLISH
FORM B
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

TEST ITEMS

1. The teacher is looking a car. The teacher is looking for a car.
2. The bird catched a worm yesterday. The bird caught a worm yesterday.
3. A chicken is more big than a bird. A chicken is bigger than a bird.
4. Policemans wear hats. Policemen wear hats.
5. Is a horse big? Is big a horse?
6. A chicken is bigger than a bird. A chicken is more big than a bird.
7. Where birds fly? Where do birds fly?
8. Is big a horse? Is a horse big?
9. The teacher is looking for a car. The teacher is looking a car.
10. Where do birds fly? Where birds fly?
11. The bird caught a worm yesterday. The bird catched a worm yesterday.
12. Her daddy is a teacher. The daddy of her is a teacher.
13. They have a chicken white. They have a white chicken.
14. The daddy of her is a teacher. Her daddy is a teacher.
15. Policemen wear hats. Policemans wear hats.
16. She has written a book. She has wrote a book.
17. They have a white chicken. They have a chicken white.
18. He likes rabbits. He like rabbits.
19. She has wrote a book. She has written a book.
20. He like rabbits. He likes rabbits.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

PRACTICE ITEMS

P1. Yo he escrito algo en el libro.
Yo he escribido algo en el libro.

P2. ¿Cuántas llaves tiene usted?
¿Cuántas llaves tiene usted?

P3. Yo he escribido algo en el libro.
Yo he escrito algo en el libro.

P4. ¿Cuándo la nuestra viene?
¿Cuándo viene la nuestra?

P5. Yo estaba comiendo cuando ella vino.
Yo estuve comiendo cuando ella vino.

P6. La taza está rompida.
La taza está rota.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM A
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

TEST ITEMS

1. La botella es en la canasta.
   La botella está en la canasta.

2. Yo quiero que tú vengas.
   Yo quiero que tú vienes.

3. El carpintero abró la canasta.
   El carpintero abrió la canasta.

4. El cuchillo está rompido.
   El cuchillo est roto.

5. Yo soy de aquí.
   Yo ero de aquí.

6. ¿Habló él con su mamá?
   ¿Hablaste él con su mamá?

7. El está esperando el bos (el camión, el autobús).
   El está esperando para el bos (el camión, el autobús).

8. El rojo (colorado) lápiz está en la silla.
   El lápiz rojo (colorado) está en la silla.

9. La botella está en la canasta.
   La botella es en la canasta.

10. El bos (el camión, el autobús) viene mañana.
    El bos (el camión, el autobús) está vieniendo mañana.

11. El estuve aquí cuando ella llegó.
    El estaba aquí cuando ella llegó.

12. El lápiz rojo (colorado) está en la silla.
    El rojo (colorado) lápiz está en la silla.

13. Yo quiero que tú vienes.
    Yo quiero que tú vengas.

14. Yo ero de aquí.
    Yo soy de aquí.

15. El estaba aquí cuando ella llegó.
    El estuve aquí cuando ella llegó.

16. El bos (el camión, el autobús) está viniendo mañana.
    El bos (el camión, el autobús) viene mañana.

17. El carpintero abrió la canasta.
    El carpintero abró la canasta.

18. El cuchillo está roto.
    El cuchillo está rompido.

19. El está esperando para el bos (el camión, el autobús).
    El está esperando el bos (el camión, el autobús).

20. ¿Hablaste él con su mamá?
    ¿Habló él con su mamá?

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

PRACTICE ITEMS

P1. Yo he escrito algo en el libro.
Yo he escribido algo en el libro.

P2. ¿Cuántos llaves tiene usted?
¿Cuántas llaves tiene usted?

P3. Yo he escribido algo en el libro.
Yo he escrito algo en el libro.

P4. ¿Cuándo la maestra viene?
¿Cuándo viene la maestra?

P5. Yo estaba comiendo cuando ella vino.
Yo estuve comiendo cuando ella vino.

P6. La taza está rompida.
La taza está rota.

BASIC LANGUAGE COMPETENCE
SPANISH
FORM B
GRAMMATICAL DISCRIMINATION (Sub-test No. 9)

TEST ITEMS

1. Estoy buscando para mis libros.
   Estoy buscando mis libros.

2. Yo estuve en casa cuando él llegó.
   Yo estaba en casa cuando él llegó.

3. La maestra abrió la caja.
   La maestra abró la caja.

4. Mi mamá lavaste las tazas ayer.
   Mi mamá lavó las tazas ayer.

5. Ella viene acá mañana.
   Ella está viniendo acá mañana.

6. Mi papá quiere que tú vengas.
   Mi papá quiere que tú vienes.

7. La maestra ha volvido de casa.
   La maestra ha vuelto de casa.

8. Me gusta el blanco sombrero.
   Me gusta el sombrero blanco.

9. Ella está enferma ahora.
   Ella es enferma ahora.

10. Yo no soy policía.
    Yo no ero policía.

11. Me gusta el sombrero blanco.
    Me gusta el blanco sombrero.

12. Ella es enferma ahora.
    Ella está enferma ahora.

13. Mi papá quiere que tú vienes.
    Mi papá quiere que tú vengas.

14. Mi mamá lavó las tazas ayer.
    Mi mamá lavaste las tazas ayer.

15. La maestra abró la caja.
    La maestra abrió la caja.

16. Yo no ero policía.
    Yo no soy policía.

17. Estoy buscando mis libros.
    Estoy buscando para mis libros.

18. Ella está viniendo acá mañana.
    Ella viene acá mañana.

19. La maestra ha vuelto de casa.
    La maestra ha volvido de casa.

20. Yo estaba en casa cuando él llegó.
    Yo estuve en casa cuando él llegó.

# APPENDIX

SAMPLE OF PICTURES FOR ORAL VOCABULARY TESTS, ENGLISH AND SPANISH, FORMS A AND B (FOR SUB-TESTS NO. 1)

In administering Oral Vocabulary (Sub-tests No. 1), Level 1, to children in an interview, each row of six pictures for the practice items as well as for test items, appears on a single 8 X 5 card.

LANGUAGE

ENGLISH ☐ SPANISH ☐

FORM A ☐ FORM B ☐

ORAL VOCABULARY, NUMBER 1

NAME _____ _____
(First) (Last)

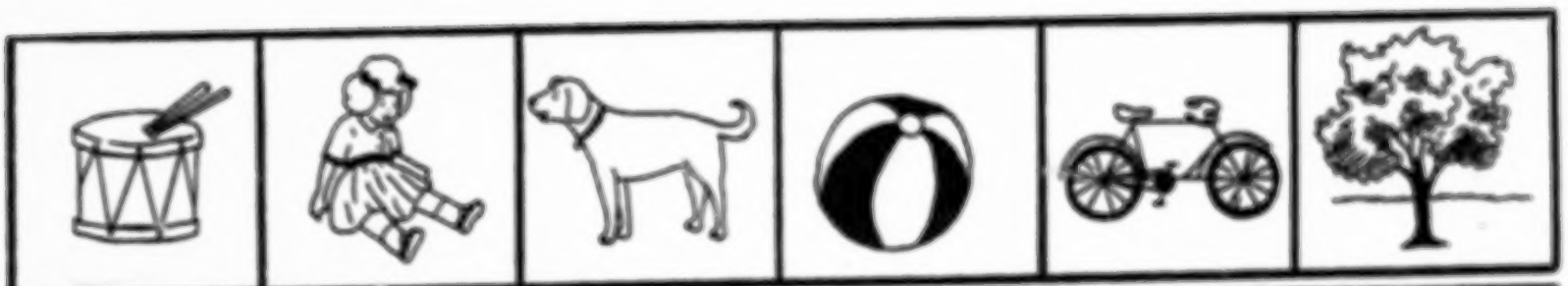
AGE _____ _____
(Years) (Months)

GRADE _____ SCHOOL _____

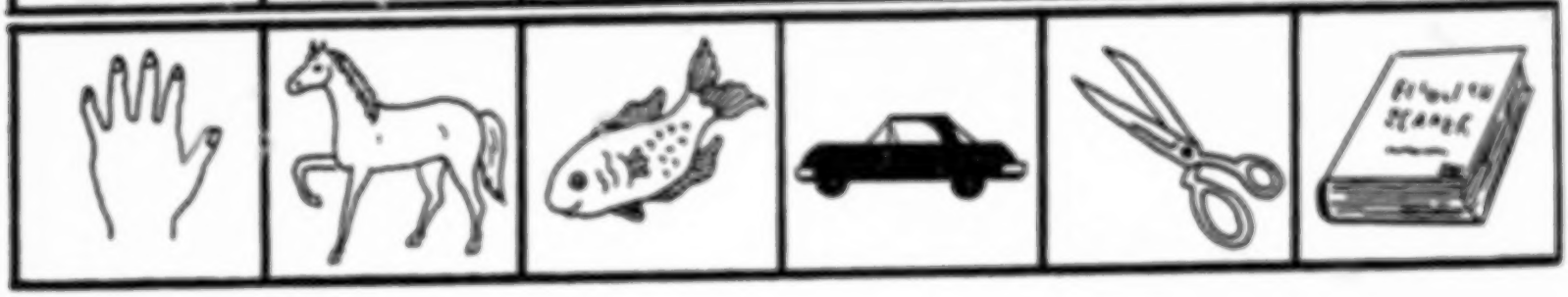
DATE _____ TEACHER _____

PRACTICE

P1.

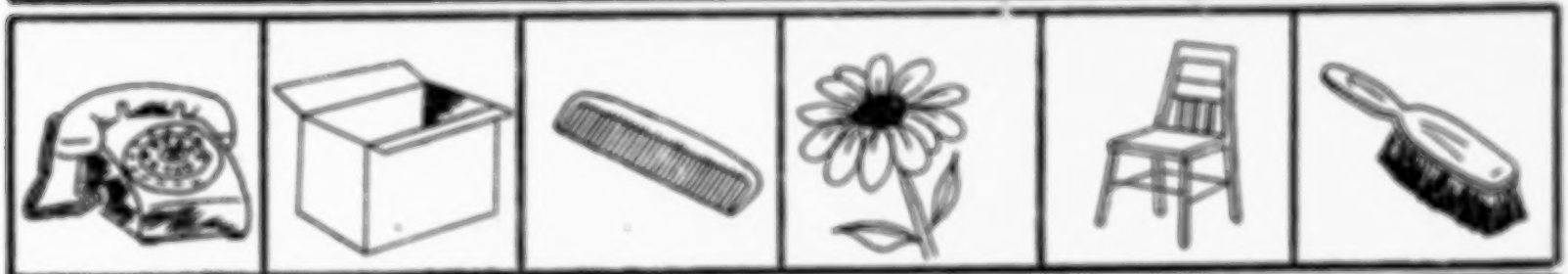


P2.



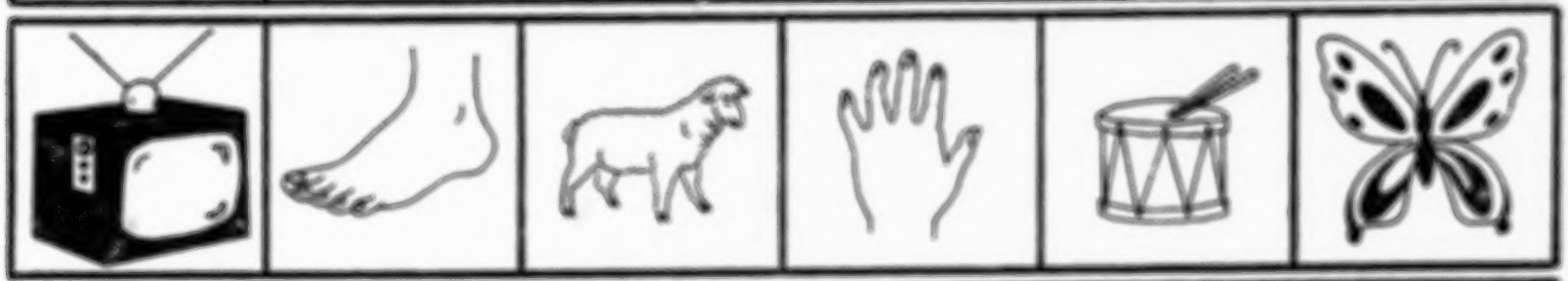
1.

2.



3.

4.



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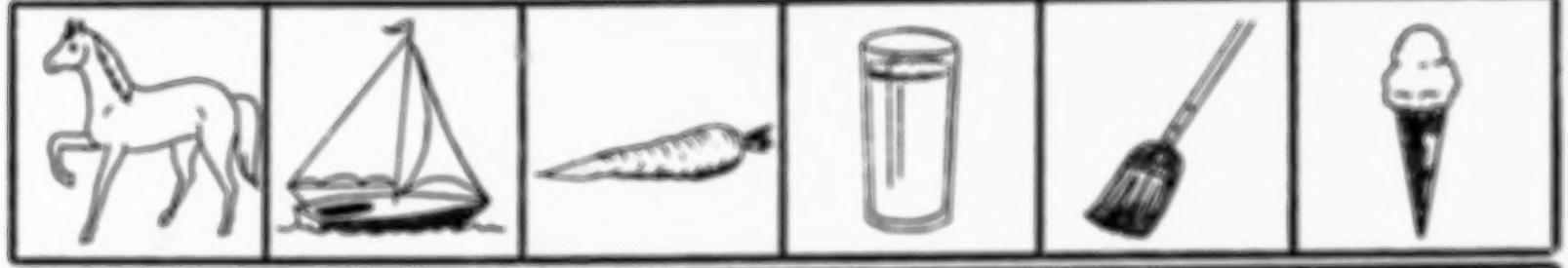

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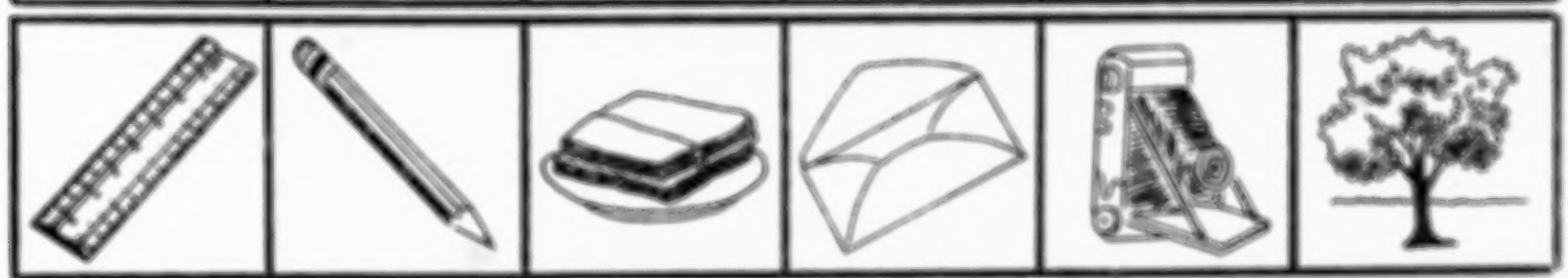

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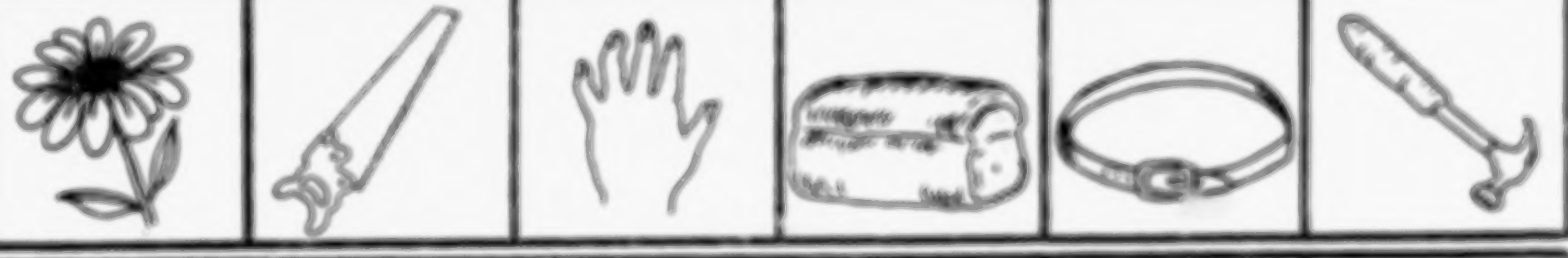

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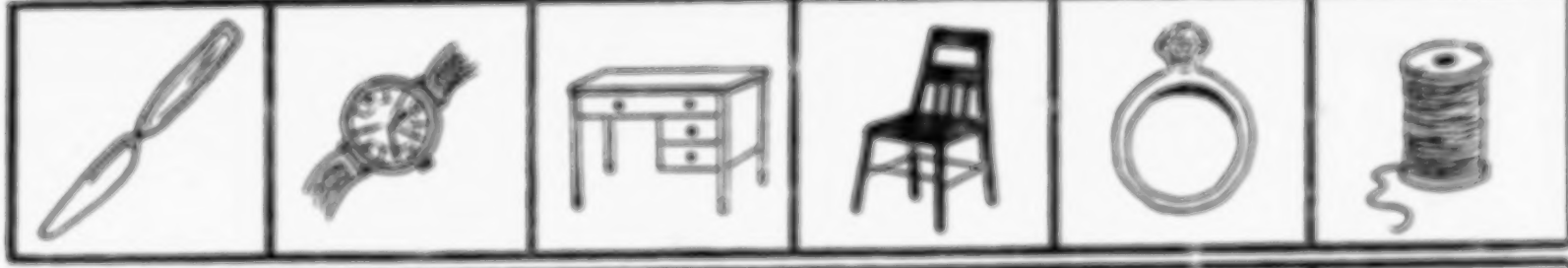

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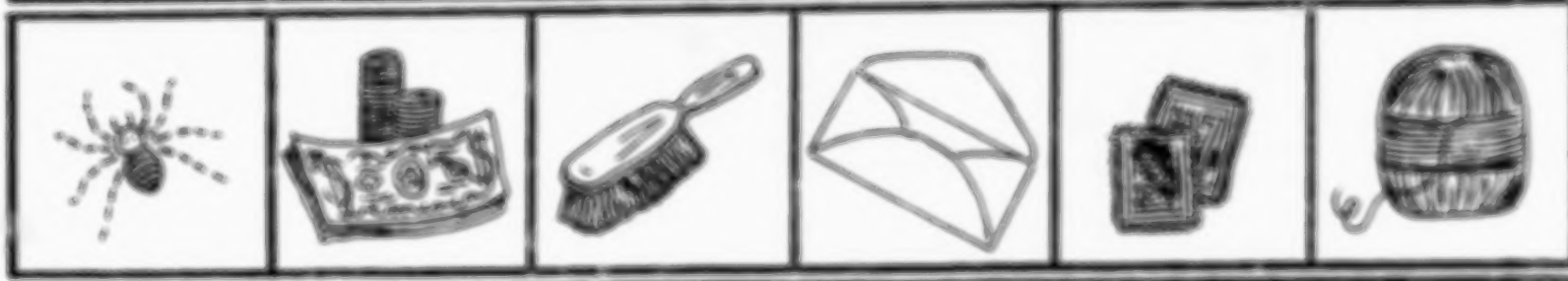

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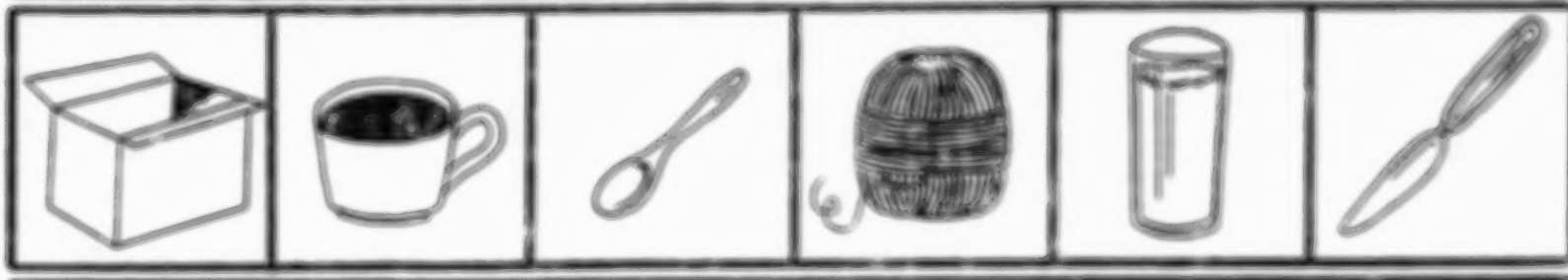

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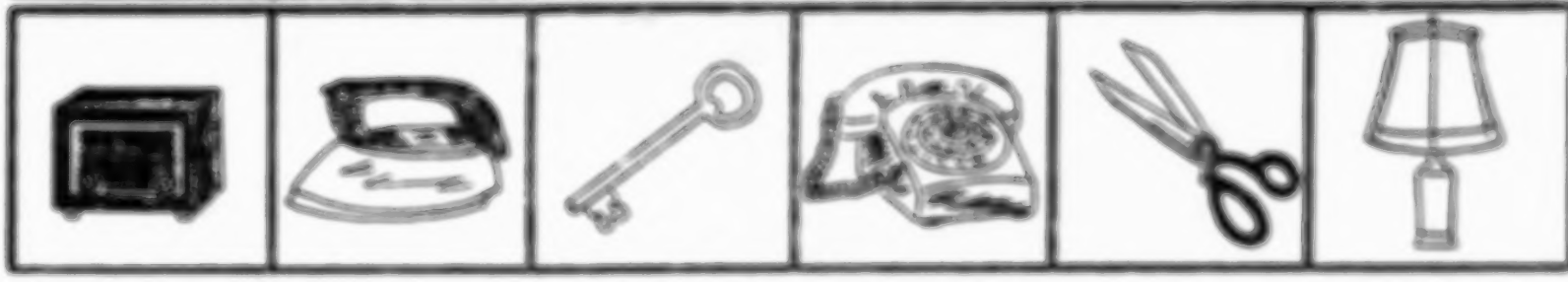

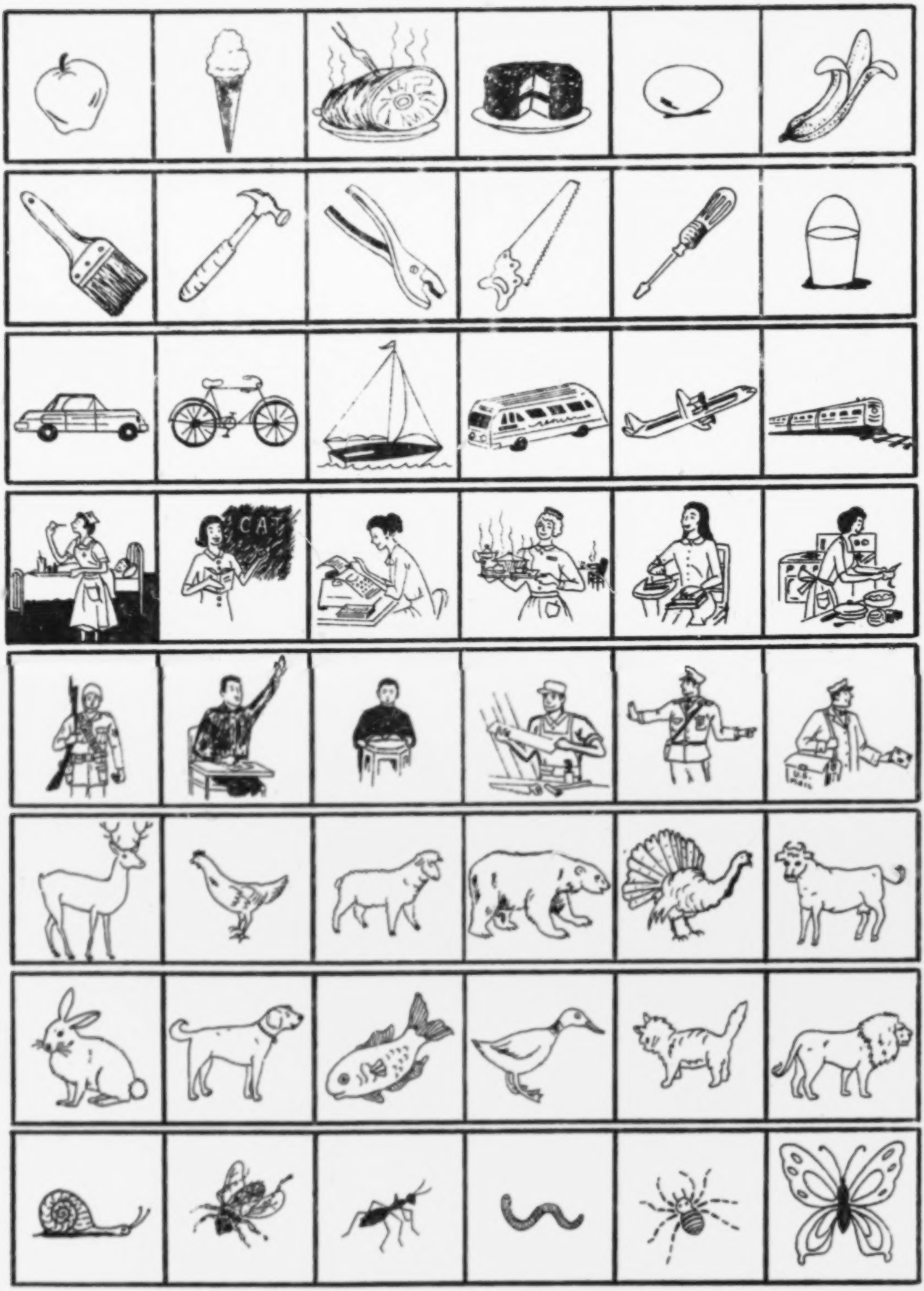
7.
8.
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CAT
11.
12.
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14.

# INDIVIDUAL SCORING SHEET

LANGUAGE

ENGLISH ☐ SPANISH ☐

FORM A ☐ FORM B ☐

NUMBER ☐

NAME_____ _____
(First) (Last)

AGE_____ _____ _____
(Years) (Months) (Sex)

PROGRAM_____ LOCATION_____

TEACHER_____DATE_____TESTER_____

INSTRUCTIONS: Refer to the DIRECTIONS FOR THE TEST ADMINISTRATOR of each specific sub-test.

PRACTICE ITEMS

P1. A B C D

P2. A B C D

P3. A B C D

P4. A B C D

P5. A B C D

P6. A B C D

TEST ITEMS

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

20. A B C D

21. A B C D

22. A B C D

23. A B C D

24. A B C D

COMMENTS:

INVENTORY OF SOCIALIZATION
RATING OF CHILD'S INTERPERSONAL BEHAVIOR IN AN INTERVIEW
(Sub-Measure of Socialization No. 2)

GENERAL DIRECTIONS FOR THE RATER

This rating form provides for an inventory of the observed interprersonal behavior of a child in an interview. The content of the interview is provided by two sub-tests from the Tests of Basic Language Competence in English and Spanish, Level I (Preschool), Comprehension of Commands and Directions (Sub-test No. 2) and Recognition of Interrogative Patterns (Sub-test No. 3). This rating form is to be completed immediately after each interview (i.e., immadiately after the administration of Sub-tests Nos. 2 and 3).

This instrument, in contrast to the Rating of Children's General Social Behavior in the Classroom, is concerned with fine, specific, simple and ephemeral patterns of behavior which can be observed in a 10 to 15 minute interview. Among other things, this instrument serves as an inventory of the factors affecting a child's test performance.

The interviewer-observer-rater who completes this form is to rate the child's behavior in the interview which has just been given, in terms of the frequency, amount or intensity of each of the specific behavioral patterns described on the LIST OF BEHAVIORAL PATTERNS. In the spaces provided for each behavioral pattern on the separate individual rating sheet, he is to write the number which

indicates the extent to which each behavior pattern accurately described the actual behavior of a child in the interview in terms of the following scale:

7 = Always behaved this way in the interview
6 = Almost always behaved this way in the interview
5 = Very often behaved this way in the interview
4 = Usually behaved this way in the interview
3 = Infrequently behaved this way in the interview
2 = Rarely behaved this way in the interview
1 = Never behaved this way in the interview

In rating each behavioral pattern of the child in the interview, the interviewer-observer-rater should be very careful to base his judgment on his own immediately preceding observations and subjective experience with the child in the interview and <u>not</u> on his opinions about how the child would or should behave in the interview or elsewhere. It is advisable that the rater read over the LIST OF BEHAVIORAL PATTERNS before the interview is given in order to have specific guidelines for his observations and subjective impressions.

LIST OF BEHAVIORAL PATTERNS

1. The child responded quickly, without hesitation.

2. The child's attention wandered, e.g., he looked out the window or under the table, he looked for the source of extraneous noise.

3. The child responded impulsively, without adequate delay.

4. The child enjoyed doing the things asked of him, e.g., he said so, he smiled, he expressed delight, etc.

5. The child reiterated a stylized gesture or pattern of body motion.

6. The child's responses were a phrase or sentence.

7. The child seemed threatened or cowed by the interviewer or situation, e.g., he was overly polite.

8. The child seemed tense, over-anxious during the interview, his voice sounded tense or it quavered.

9. The child responded to the interviewer's smile in a like manner.

10. The child moved about, wiggled or changed positions in his chair.

11. The child understood all of the questions and directions of the interviewer.

12. The child's eyelids were partially closed, e.g., appearing tired, sleepy or dreamy.

13. The child appeared excessively or unduly afraid, e.g., he turned pale.

14. The child pronounced words with distinctive articulation.

15. The child pouted, wore a prolonged frown during the interview.

16. The child seemed to accept the situation and the interview in a "matter of fact" manner.

17. The child asked questions to clarify what was expected of him.

18. The child tried to talk to the interviewer or initiate conversation about matters other than the interview.

19. The child showed interest in the interviewer by asking questions of a personal, curious or friendly nature.

20. The child looked at the interviewer after each of his responses for an indication of its appropriateness or for approval or disapproval.

21. The child tended to return the interviewer's looks and glances, e.g., there was frequent eye contact between the child and interviewer.

22. The child tried to maintain considerable physical distance between himself and the interviewer, i.e., more than two to three feet.

23. The child approached the interviewer very closely or tried to touch him.

24. The child fidgeted, played with himself, his clothes, or his chair.

25. The child seemed embarrassed during the interview, e.g., he blushed, looked down.

26. The child touched his face or head with his hands during the interview.

27. The child bit his lip or his nails during the interview.

28. The child stuttered, i.e., spoke with spasmodic repetitions of syllables.

29. The child avoided the glance of the interviewer for prolonged periods of time.

30. The child tended to crouch or slump down in his chair during the interview.

31. The child responded in a barely audible voice.

32. The child responded in the language with which he was addressed.

33. The child signaled to the interviewer by means of word, interjection of gesture to repeat questions and directions.

34. The child blinked his eyes excessively during the interview.

35. The child appeared unsure of his responses, e.g., by putting a rising intonation on statements.

36. The child answered in a loud voice.

37. The child corrected his own errors in his verbal responses.

38. The child was cooperative in following the directions of the interviewer.

39. The child appeared to be amused by the interview, e.g., he laughed or giggled.

40. The child expressed some form of irritation or anger toward the interviewer, e.g., he threatened or chided verbally, his face became "flushed with anger," his brow was pulled downward and his eyes "narrowed in anger."

# INDIVIDUAL RATING SHEET

INVENTORY OF SOCIALIZATION
RATING OF CHILD'S INTERPERSONAL
BEHAVIOR IN AN INTERVIEW
(Sub-Measure of Socialization No. 2)

NAME _____ _____
(First) (Last)

AGE _____ _____ _____
(Years) (Months) (Sex)

PROGRAM _____ LOCATION _____

TEACHER _____ DATE _____

RATER _____

ENGLISH ▱

SPANISH ▱

INSTRUCTIONS: Record a number from 1 to 7 in the appropriate blank spaces which indicates your judgment of the extent or frequency of each behavioral characteristic of the child during the interview.

KEY:
7 = ALWAYS
6 = ALMOST ALWAYS
5 = VERY OFTEN
4 = USUALLY
3 = INFREQUENTLY
2 = RARELY
1 = NEVER

| | | | |
|---|---|---|---|
| 1. _____ | 11. _____ | 21. _____ | 31. _____ |
| 2. _____ | 12. _____ | 22. _____ | 32. _____ |
| 3. _____ | 13. _____ | 23. _____ | 33. _____ |
| 4. _____ | 14. _____ | 24. _____ | 34. _____ |
| 5. _____ | 15. _____ | 25. _____ | 35. _____ |
| 6. _____ | 16. _____ | 26. _____ | 36. _____ |
| 7. _____ | 17. _____ | 27. _____ | 37. _____ |
| 8. _____ | 18. _____ | 28. _____ | 38. _____ |
| 9. _____ | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |

COMMENTS: